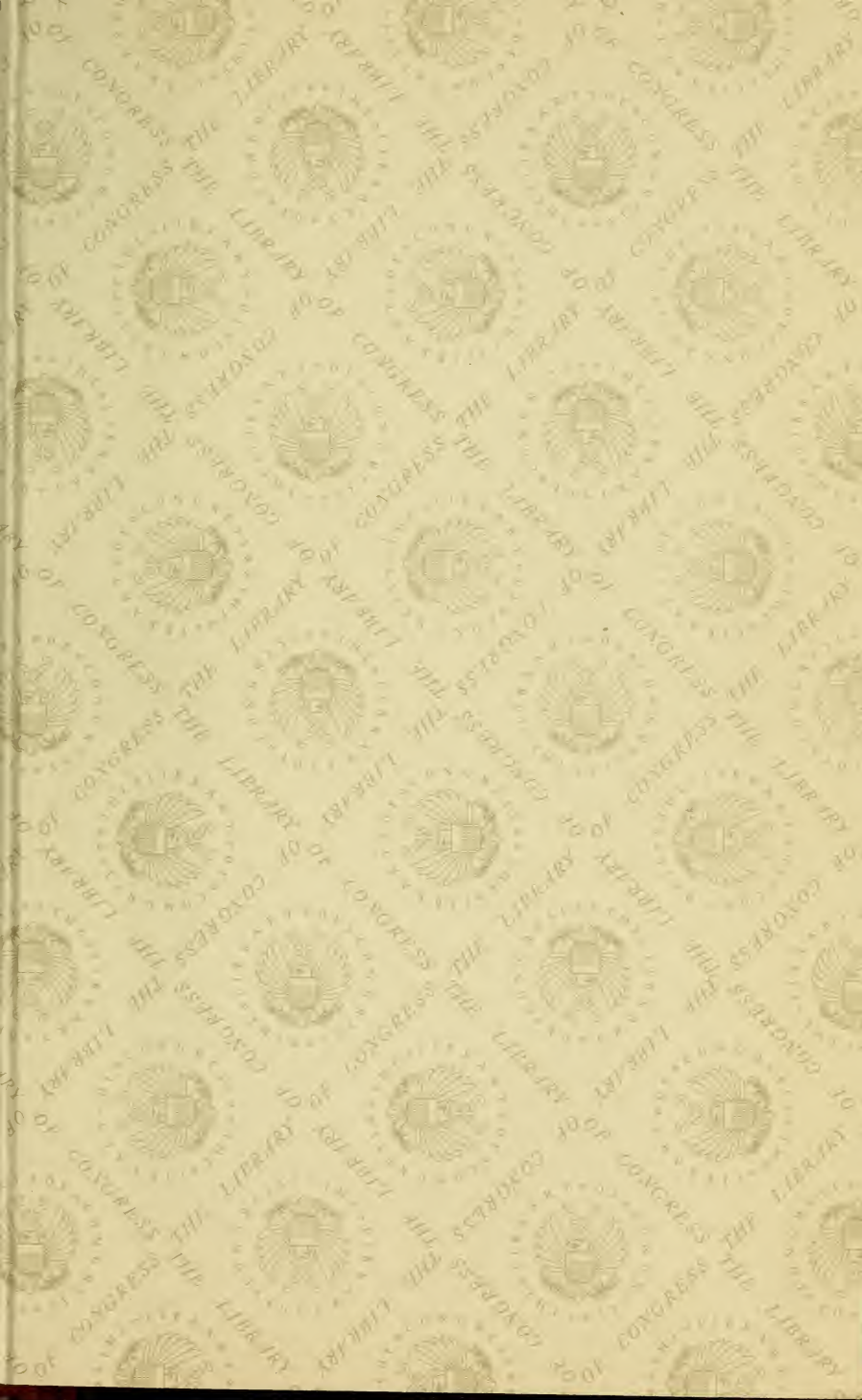






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ELEMENTS OF GRAMMAR.

THE

FIRST BOOK

OF

ENGLISH GRAMMAR;

PREPARED AS A TEXT-BOOK FOR PUBLIC SCHOOLS,

AND FOR

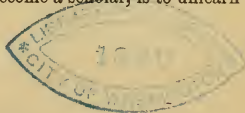
THE PRIMARY CLASSES OF HIGH SCHOOLS AND
ACADEMIES.

39 BY

H. D. WALKER, A.M.,

LATE PRINCIPAL, AND PROFESSOR OF THE THEORY AND PRACTICE OF TEACHING,
OF THE ORANGEVILLE NORMAL SCHOOL.

"The first lesson of him who would become a scholar, is to unlearn
what he has learned wrong."



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TO

HON. SAMUEL P. BATES, LL.D.,

STATE HISTORIAN OF PENNSYLVANIA,

AS A

TOKEN OF PERSONAL FRIENDSHIP,

AND OF REGARD FOR

HIS RIPE SCHOLARSHIP AND VARIED ACCOMPLISHMENTS,

This Book

IS RESPECTFULLY DEDICATED BY

THE AUTHOR.

PREFACE.

THE papers of the First and the Second Book * of Grammar were commenced more than twenty-five years ago. The author, then engaged in the training of a large class of teachers for the public schools of Massachusetts, had sought among the text-books within his reach, for a well-digested system of English Analysis, and of Analytical Parsing. His search being fruitless, he prepared, for his own convenience and the use of his classes, a series of Rules; which, with numerous alterations and revisions, was for several years taught by himself, and by other teachers under his charge. Additional papers were from time to time prepared, until nearly the whole subject-matter of Grammar had been canvassed. In using these isolated papers, it became necessary to unite them; and a course of lessons on grammar was the result. During a half-score of years these lessons were taught to hundreds of classes, all of whom earnestly pleaded for their publication.

Educators and teachers, who visited the schools under his charge, and witnessed the results of his training, urged this as a debt to the rising generation, and to posterity; and appealed to the author's patriotism and educational enterprise to induce him to give early attention to the work.

But the results of his teaching were by no means satisfac-

* The Second Book is soon to be published.

tory to himself. Numbers of young men and women, who were prepared to analyze and parse nearly every sentence of English literature, and to detect and correct any violation of the Rules of Syntax, were very far from being *accurate practical grammarians*. *Incorrect*, and even *slang* words and phrases, were a part of their daily language; and, as learned from their parents, and early companions, formed an important element of *their mother-tongue*. These inaccuracies, like the brogue of a foreigner, impaired the purity and beauty of their language, to such an extent as to be a source of mortification, and even *reproach*, to themselves and their teachers. But "*man is a bundle of habits*;" and it is by no means easy for "the Ethiopian to change his skin, or the leopard his spots."

To correct these errors became an object of primary attention. In view of its importance, any effort which gave promise of success seemed to the author to be practicable. But how should he begin? Gathering up the forms of inaccuracy which—from every source, his own collections and those of others,—his daily observation in the neighborhood, the school-room, and on the play-ground—came within his reach, he repeated them to his classes from day to day, until, by constant drilling, they became trained to use language correctly. This process, however, required much valuable time, that might, by the advanced pupil, be turned to good account.

The inquiry arose, May not this time be saved? If so, how? May not these expressions be repeated to *children*, and they be taught to make the corrections, until their delicate ear and sensitive faculties shall instantly detect the wrong, and suggest the right forms. The trial was made, and, in the opinion of those who witnessed its results, was a success. It has been continued until it is no longer an *experiment*, but a confirmation of the truth, "Train up a

child in the way he should go, and when he is old he will not depart from it."

Hardly, however, had this course of training been entered upon, before the advanced students began to apply the "*rule and line*" to the work of their teachers. The language of the grammars they had studied, and particularly of the *manuscript lessons* they were then pursuing, came under their review; and while many expressions were pronounced incorrect, they were ready to say, "*Physician, heal thyself.*" The lessons which had been a source of pride to the author, had to be, not only revised, but carefully rewritten. The Models for Parsing, which had especially "*fallen under the lash*," were subjected to the severest scrutiny; for youthful critics are not slow to detect an error, even though they may not always be able to correct it.

In the revision of his manuscripts, the author placed at the commencement, "The Corrections of the First Part." The Second, Third, and Fourth Parts, which make up the remaining portion of the "Elements of Grammar," were written as a connecting link between Part First and the Second Book of Grammar; which latter was originally prepared for the use of classes that had already made considerable progress in this science.

The Third and Fourth Parts were completely re-written, and every sentence submitted to a critical examination. Thus revised, the manuscripts have been used in the instruction of every grade of pupils, for nearly ten years; and such has been the interest they have awakened, as to make the study of Grammar a recreation, and the hour of its recitation one of almost unmingled delight.

To this interest, the system of symbols has greatly contributed; and to their use the attention of teachers is invited. An experience of years has only strengthened the conviction, that they are to Grammar what *figures* are to Arithmetic, and *diagrams* to Geometry.

During the last three months, the "Elements of Grammar" have been thoroughly revised; and, at the solicitation of hundreds of teachers, are now, under the title of "*The First Book in Grammar*," offered to the public. That they may be of service to the cause of education, and may assist the youth of our State and country, in acquiring correct habits of speaking and of writing the noblest language in which human thought finds its expression, is the sincere wish of the author.

H. D. W.

ORANGEVILLE, April 1, 1869.

SUGGESTIONS TO TEACHERS.

I. He makes most progress in the study of Grammar who advances slowly. Each lesson should be thoroughly mastered before the next is undertaken.

II. Part First may be successfully taught to children from eight to twelve years of age; and Part Second, to children from ten to fifteen years of age. To older pupils, the two parts may be taught separately or simultaneously.

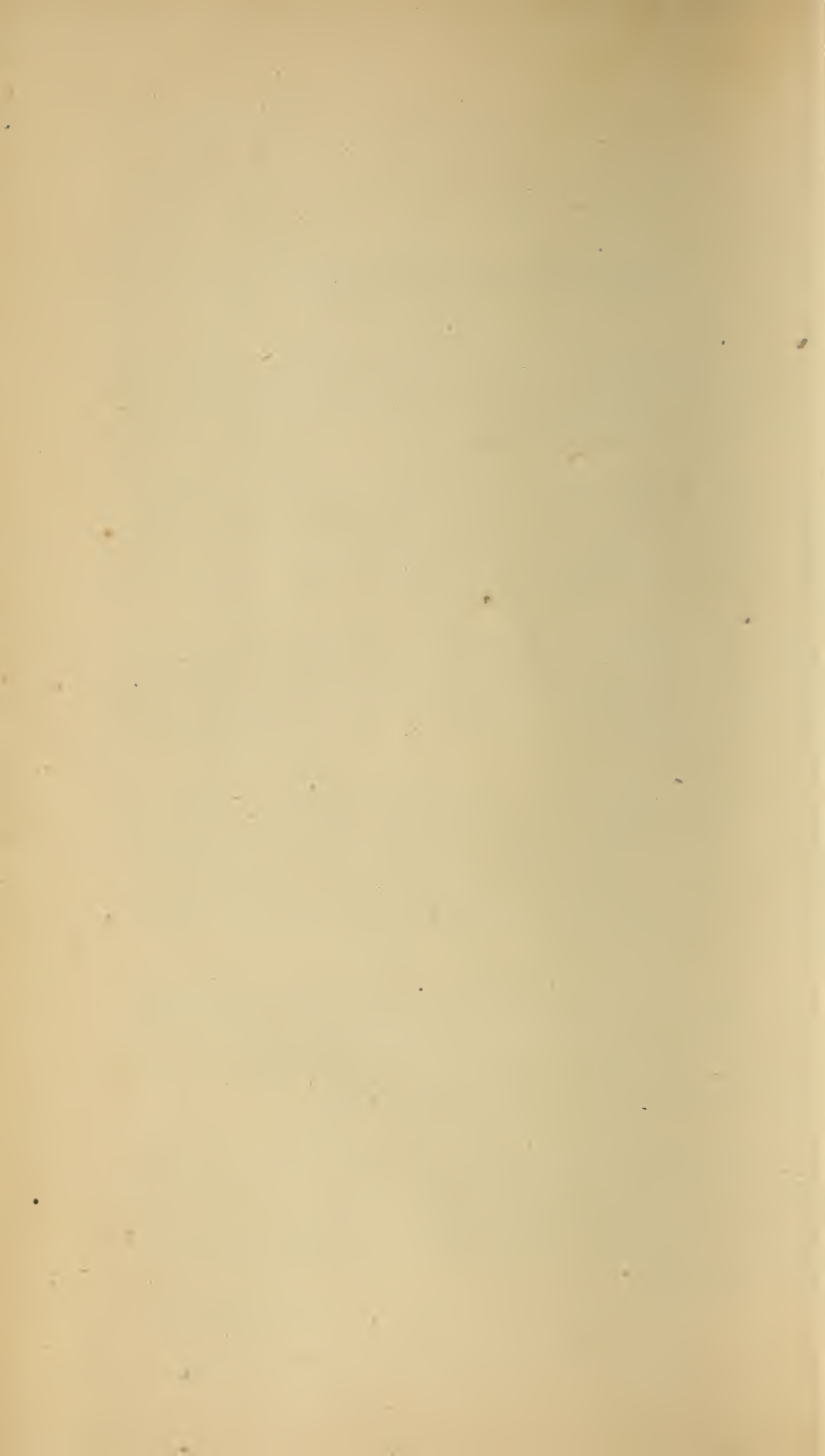
III. The teacher should watch the language of his pupils, and correct every expression which is not accurate. This should be done in such a manner as not to embarrass, but to aid the pupil.

IV. Pupils should be encouraged to write compositions daily. The exercises at first may be limited to a simple sentence, as in Lesson III. of Part II., and gradually extended to complex and compound sentences, and to descriptive and didactic essays.

V. The models of analysis and parsing should be carefully studied and followed. The symbols also of the Parts of Speech, and the Symbols of Relation, should be constantly applied to the exercises for parsing.

If these suggestions be followed, it is believed that the study of Grammar, instead of being dry and uninteresting, will rouse the faculties and awaken the interest of the pupil, and thus prepare him for the more successful performance of all his duties.

H. D. W.



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ELEMENTS OF ENGLISH GRAMMAR.

PART FIRST.

GRAMMATICAL INACCURACIES.

These arise from one or more of the following causes ; viz.,

I. The use of *improper words* ; that is, of words which do not express the meaning intended.

II. The use of wrong *cases, moods, tenses, &c.*

III. The use of *superfluous* words ; that is, of more words than are needed.

IV. The *omission* of one or more necessary words.

V. The use of wrong *constructions* ; that is, of sentences, whose words are so arranged as not to express the thought intended, or as not to be in accordance with the idiom of the English language.

SECTION I.

INACCURACIES ARISING FROM THE USE OF IMPROPER WORDS.

REMARKS TO TEACHERS.

I. In making the corrections which follow, the Teacher should read the incorrect form, or write it on the blackboard ; and the members of the class, either singly or in concert, at the pleasure of the teacher, should give the *correct form*, and the *negative* of the *incorrect* ; thus :

Teacher. James went *above* stairs.

Pupils. James went *up the* stairs, not
James went *above* stairs.

II. When these corrections have been made familiar, they should be dictated to the several members of the class, and the boy or girl addressed, should rise, repeat the example after the teacher, then advance to the blackboard and write both the *incorrect* and the *correct* forms.

EXAMPLES.

A.

1. Incorrect. Mr. Banks lives *above-board*.

Correct. Mr. Banks lives *well*.

2. I. Do that work *about the quickest*.

C. Do that work *at once*.

3. I. I should *admire* to go.

C. I should *be pleased* to go.

4. I. I *admire* to see a frank man.

C. It *gives me pleasure* to see a frank man.

5. I. I should *admire* to go with you.

C. I should *like* to go with you.

6. I. The superlative of some adjectives is formed by *adding* most to the end of them.

C. The superlative of some adjectives is formed by *annexing* most to the end of them.

7. I. Maria went *after* some lace.

C. Maria went *for* some lace.

8. I. He ran *agin* me.

C. He ran *against* me.

9. I. I have been out five evenings *agoing*.

C. I have been out five evenings *in succession*.

10. I. I will visit you *against* the first of August.

C. I will visit you *as soon as* the first of August.

11. I. That *aint* my hat.

C. That *is not* my hat.

12. I. They *aint* going to the city.

C. They *are not* going to the city.

13. I. We had an *airy time* yesterday.

C. We had a *fine breeze* yesterday.

14. I. I *allow* he is a very good scholar.

C. I *admit that* he is a very good scholar.

15. I. He *allowed* that he would go with me.
C. He *said* that he would go with me.
16. I. He *allowed* that he could not be mistaken.
C. He *affirmed* that he could not be mistaken.
17. I. He *allowed* that he would sooner die than be found guilty.
C. He *declared* that he would sooner die than be found guilty.
18. I. He worships the *alone* God.
C. He worships the *only* God.
19. I. The *alone* motive is this.
C. The *only* motive is this.
20. I. I am *amazing* glad to see you.
C. I am *very* glad to see you.
21. I. Divide this *among* the two.
C. Divide this *between* the two.
22. I. Doctor Bowditch was a noted *antiquarian*.
C. Doctor Bowditch was a noted *antiquary*.
23. I. The Museum of the *Antiquary* Society is at Worcester.
C. The Museum of the *Antiquarian* Society is at Worcester.
24. I. He was *approbated* as a preacher.
C. He was *licensed* as a preacher.
25. I. That *arnt* my book.
C. That *is not* my book.
26. I. They *arnt* my friends.
C. They *are not* my friends.
27. I. He came *arter* we had gone.
C. He came *after* we had gone.
28. I. What have you been *after*?
C. *For* what have you been?
29. I. Are you coming to school this *arternoon*?
C. Are you coming to school this *afternoon*?
30. I. The dog *ran arter* the cat.
C. The dog *chased* the cat.
31. I. The *Artic* Ocean surrounds the North Pole.
C. The *Arctic* Ocean surrounds the North Pole.
32. I. The *Antartic* Ocean surrounds the South Pole.
C. The *Antarctic* Ocean surrounds the South Pole.
33. I. That is an *astonishing* large house.

- C. That is a *very* large house.
34. I. This book is not *as* large as I expected.
C. This book is not *so* large as I expected.
35. I. The Harper Brothers live *at* New York.
C. The Harper Brothers live *in* New York.
36. I. I was *attacted* three times.
C. I was *attacked* three times.
37. I. *Any-one* of them will do.
C. *Either* of them will do.
38. I. Half the *avails* go to the author.
C. Half the *profits* go to the author.
39. I. He sold his goods, and with the *avails* paid his debts.
C. He sold his goods, and with the *proceeds* paid his debts.
40. I. This apple is *awful* sour.
C. This apple is *very* sour.
41. I. That is an *awful-looking* house.
C. That house is *in bad taste* : or,
That is an *ill-looking* house.

B.

1. I. They arrived a few weeks *back*.
C. They arrived a few weeks *ago*.
2. I. Will you *back* my letter?
C. Will you *address* my letter?
3. I. I have been *back and forth* all day.
C. I have been *forwards and backwards* all day.
4. I. George *spells very bad*.
C. George is a *poor speller*.
5. I. Bridget speaks *bad grammar*.
C. Bridget speaks *ungrammatically*.
6. I. I want to see you *very badly*.
C. I am *very desirous* to see you.
7. I. I spent the *balance* of the evening at home.
C. I spent the *remaining part* of the evening at home.
8. I. I spent part of the time in New York, and the *balance* in Brooklyn.
C. I spent part of the time in New York, and the *remainder* in Brooklyn.
9. I. Put the *beast* into the stable.
C. Put the *horse* into the stable.

10. I. We drove that *beast* fifty miles.
C. We drove that *horse* fifty miles.
11. I. The *rooster* is a noisy *beast*.
C. The *cock* is a noisy *fowl*.
12. I. That *beats* all I ever saw.
C. That *surpasses* all I ever saw.
13. I. I am *beat out*.
C. I am *very tired*.
14. I. The horse was *beat out*.
C. The horse was *exhausted*.
15. I. Julia was dressed *beautifully*.
C. Julia was dressed *in good taste*.
16. I. I have some new *bellowses*.
C. I have some new *bellows*.
17. I. Frederick *belongs to* the Odd Fellows.
C. Frederick *is an* Odd Fellow.
18. I. John *belongs to* the church.
C. John *is a member of* the church.
19. I. Susan *belongs to* the class.
C. Susan *is a member of* the class.
20. I. Little grows there *beside* a kind of coarse grass.
C. Little grows there *except* a kind of coarse grass.
21. I. He has made some *betterments* on his farm.
C. He has made some *improvements* on his farm.
22. I. It has been *better* than a week since he left.
C. It has been *more* than a week since he left.
23. I. I have *better* than fifty acres of land.
C. I have *more* than fifty acres of land.
24. I. He spent *better* than twenty-five dollars.
C. He spent *more* than twenty-five dollars.
25. I. Divide these nuts *between* all the boys.
C. Divide these nuts *among* all the boys.
26. I. He is lost *between* the multitude.
C. He is lost *in* the multitude.
27. I. This is a *big* apple.
C. This is a *large* apple.
28. I. Mr. Thayer is a *big* man.
C. Mr. Thayer is a *large* man.
29. I. Mr. Jones is the *biggest* man in the place.
C. Mr. Jones is the *most popular* man in the place.
30. I. Mr. Swift is a *big-feeling* man.

- C. Mr. Swift is a *pompous* man.
31. I. He will come *by and by*.
C. He will come *soon*.
32. I. I have been *boating* this summer.
C. I have been *running a boat* this summer; or, *on a boat*.
33. I. A *body* has to be cautious.
C. A *person* has to be cautious.
34. I. He *borrered* my wagon.
C. He *borrowed* my wagon.
35. I. Can I *borry* five dollars?
C. Can I *borrow* five dollars?
36. I. Who is *boss* of this establishment?
C. Who is *the foreman* of this establishment?
37. I. Who is *boss* of this factory?
C. Who is *the overseer* of this factory?
38. I. Who is *boss* of the railroad?
C. Who is *the superintendent* of the railroad?
39. I. Who is the *boss* of this school?
C. Who is the *principal* of this school?
40. I. We are getting along *bravely*.
C. We are getting along *well*.
41. I. How do you do? *Bravely*, I thank you.
C. How do you do? I am *well*, thank you.
42. I. He deals largely in *breadstuffs*.
C. He deals largely in *grain and flour*.
43. I. Listen, my *brethering*.
C. Listen, my *brethren*.
44. I. I am glad, *brethrun*, to meet you.
C. I am glad, *brethren*, to meet you.
45. I. Who was the *bridesgroom*?
C. Who was the *bridegroom*?
46. I. They *bridged* over the river.
C. They *made a bridge* over the river.
47. I. *Bring* the horse to the door.
C. *Lead* the horse to the door.
48. I. The boiler *bursted*.
C. The boiler *burst*.
49. I. I was much disappointed *by* the result.
C. I was much disappointed *at* the result.
50. I. She was married *by* a merchant.
C. She was married *to* a merchant.

51. I. He walked *by* a staff *with* moonlight.
 C. He walked *with* a staff *by* moonlight.

C.

1. I. I *calculate* to go to New York next summer
 C. I *intend* to go to New York next summer.
2. I. We *came across* a farmer on our way.
 C. We *met* a farmer on our way.
3. I. That *caps* all I ever saw.
 C. That *exceeds* all I ever saw.
4. I. The boat *capsized*.
 C. The boat *upset*.
5. I. They have strange *carryings on* in school.
 C. They have strange *conduct* in school.
6. I. He *caught* some *fishes* yesterday.
 C. He *caught* some *fish* yesterday.
7. I. They are contained in the *ceremonious* law.
 C. They are contained in the *ceremonial* law.
8. I. Mr. A. is a very *ceremonial* preacher.
 C. Mr. A. is a very *ceremonious* preacher.
9. I. He *chalked* out the course for me.
 C. He *marked* out the course for me.
10. I. Charles is a fine *chap*.
 C. Charles is a fine *youth*.
11. I. Will you take a *cheer*?
 C. Will you take a *chair*?
12. I. The smoke goes up the *chimbley*.
 C. The smoke goes up the *chimney*.
13. I. That house has four *chimbleys*.
 C. That house has four *chimneys*.
14. I. That is the *choicest* horse I know.
 C. That is the *most valuable* horse I know.
15. I. Mr. Green is a *chunky* man.
 C. Mr. Green is a *thick-set* man.
16. I. Boys, *clear out*.
 C. Boys, *go away*.
17. I. John is *clerking* for Mr. Wilson.
 C. John is *a clerk* for Mr. Wilson.
18. I. I have been ill, but am *cleverly* now.
 C. I have been ill, but am *convalescent*.

19. I. He was sick, but is *getting along cleverly*.
C. He was sick, but is *recovering*.
20. I. The tallow *colded*.
C. The tallow *cooled*.
21. I. James is a *complete* singer.
C. James is a *fine* singer.
22. I. Mary is an excellent *composuist*.
C. Mary is an excellent *composer*.
23. I. I *conceit* that he will come to-morrow.
C. I *think* that he will come to-morrow.
24. I. The letter was *conceived* in the following words.
C. The letter was *expressed* in the following words.
25. I. *Come to think*, I recollect the circumstance.
C. *On thinking*, I recollect the circumstance.
26. I. He is *considerable* of a poet.
C. He is *somewhat* of a poet.
27. I. He is *considerably* sick.
C. He is *seriously* ill.
28. I. I *contemplate* going to Philadelphia.
C. I *think of* going to Philadelphia.
29. I. He spoke *contemptibly* of him.
C. He spoke *contemptuously* of him.
30. I. The *country folks* are awkward.
C. The *country people* are awkward.
31. I. The new road will *convene* the public.
C. The new road will *accommodate* the public.
32. I. The new house will *convene* the people.
C. The new house will *hold* the people.
33. I. The army was stationed *convenient to* the village.
C. The army was stationed *near* the village.
34. I. I never resort to *corporeal* punishment.
C. I never resort to *corporal* punishment.
35. I. *A couple* of men called on me.
C. *Two* men called on me.
36. I. John is at the barn taking care of the *creatures*.
C. John is at the barn taking care of the *stock*.
37. I. The exhibition was very *curious*.
C. The exhibition was very *amusing* ; or, *entertaining*.
38. I. Are the *childun* well ?
C. Are the *children* well ?

D.

1. I. What is *the damage* ?
C. What is *your charge* ?
2. I. *Dare* I go to the party this evening ?
C. *May* I go to the party this evening ?
3. I. *Dare* I go out ?
C. *May* I go out ?
4. I. I rather study *daytimes* than *nights*.
C. I rather study *during the day* than *at night*.
5. I. I like a fair *deal*.
C. I like a fair *bargain*.
6. I. He is a *decent* scholar.
C. He is *somewhat* of a scholar.
7. I. The constable *deputized* me to act in his stead.
C. The constable *deputed* me to act in his stead.
8. I. I *differ* with you on that subject.
C. I *disagree* with you on that subject.
9. I. *Direct* your letters to me at Bloomsbury.
C. *Address* your letters to me at Bloomsbury.
10. I. I was agreeably *disappointed*.
C. I was agreeably *surprised*.
11. I. I *don't have to*.
C. It *will give me pleasure* to assist you.
12. I. I *don't have to* work for a living.
C. I *am not obliged* to work.
13. I. He *don't work any*.
C. He *does no work*.
14. I. He *don't have to* do it.
C. He *is not obliged* to do it.
15. I. I *don't think* it is so.
C. I *do not think* it is so.
16. I. I *don't know as I shall go*, and I *don't know but what I shall go*.
C. I *do not know whether I shall go or not*.
17. I. I *don't like* it *any*.
C. I *do not like* it.
18. I. Put something on the wound to *draw out the anguish*.
C. Put something on the wound to *relieve the pain*.
19. I. Put something on the burn to *draw out the fire*.

- C. Put something on the burn to *lessen the pain*.
 20. I. I am *dreadful* glad to see you.
 C. I am *very* glad to see you.
 21. I. *Drop* a line to me.
 C. *Address* a line to me.
 22. I. The boy was *drowned*.
 C. The boy was *drowned*.
 23. I. I am very *dry* to-day.
 C. I am very *thirsty* to-day.
 24. I. His success was *due* to his exertions.
 C. His success was *owing* to his exertions.

E.

1. I. James learns *easier* than Susan.
 C. James learns *more easily* than Susan.
 2. I. Along the *edge* of Maine are many marshes.
 C. Along the *coast* of Maine are many marshes.
 3. I. Henry is *e'en-a'most* as tall as Charles.
 C. Henry is *nearly* as tall as Charles.
 4. I. Stop *e'er* you perish.
 C. Stop *ere* you perish.
 5. I. On *either* side of the river are *lofty* rocks.
 C. On *each* side of the river are *towering* rocks.
 6. I. This pie is *élegant*.
 C. This pie is *delicious*.
 7. I. *Emigrants* are constantly arriving.
 C. *Immigrants* are constantly arriving.
 8. I. James was in *eminent* danger.
 C. James was in *imminent* danger.
 9. I. He was in a sad *estate*.
 C. He was in a sad *condition*.
 10. I. How did it *eventuate*?
 C. What was the *result*?
 11. I. Your reckless course will *eventuate* in your ruin.
 C. Your reckless course will *end* in ruin.
 12. I. I have been waiting *ever so long*.
 C. I have been waiting *a long time*.
 13. I. I have *ever* lived here.
 C. I have *always* lived here.
 14. I. He is seldom or *ever* right.
 C. He is seldom or *never* right.

15. I. I shall not go *except* you do.
C. I shall not go *unless* you do.
16. I. *Excuse* my negligence.
C. *Pardon* my negligence.
17. I. He *was exercised with* much pain.
C. He *suffered* much pain.
18. I. I *expect* the books were sent yesterday.
C. I *suppose* the books were sent yesterday.
19. I. Miss Thompson *was expected to have read* an essay.
C. Miss Thompson *was appointed to read* an essay.
20. I. I *expect* the mail has arrived.
C. I *suppose* the mail has arrived.

F.

1. I. Who is that *fellow*?
C. Who is that *young man*?
2. I. Gold has *fell* ten per cent.
C. Gold has *fallen* ten per cent.
3. I. I cannot *fellowship* that opinion.
C. I cannot *agree* with that opinion.
4. I. Will you *fetch* those books?
C. Will you *bring* those books?
5. I. Harry is a *first-rate* mechanic.
C. Harry is an *excellent* mechanic.
6. I. The business goes *first-rate*.
C. The business goes *well*.
7. I. How do you do? *First-rate*.
C. How do you do? *I am well, thank you*.
8. I. My sister has *had a fit of* sickness.
C. My sister has *been sick*.
9. I. Are you *all fixed* for school?
C. Are you *ready* for school?
10. I. The act was a *flaming* outrage.
C. The act was a *flagrant* outrage.
11. I. I had to *foot it* home.
C. I had to *walk* home.
12. I. I bought a load of four-*foot* wood.
C. I bought a load of four-*feet* wood.
13. I. He accuses me *for* having done this.
C. He accuses me *of* having done this.
14. I. There are books *for* sale at auction.

- C. There are books *on* sale at auction.
15. I. The business is well adapted *for* one of his taste.
C. The business is well adapted *to* one of his taste.
16. I. We see little or no observance *for* the Sabbath.
C. We see little or no observance *of* the Sabbath.
17. I. He paid no regard *for* the rules of the school.
C. He paid no regard *to* the rules of the school.
18. I. I was accused *for* neglecting my duty.
C. I was accused *of* neglecting my duty.
19. I. Mary is a handsome *female*.
C. Mary is a handsome *girl*.
20. I. Mrs. Day is a noble *female*.
C. Mrs. Day is a noble *woman*.
21. I. The Lewisburg *Female* Institute.
C. The Lewisburg *Ladies'* Institute.
22. I. The Mount Holyoke *Female* Seminary.
C. The *Young Ladies'* Seminary at Mount Holyoke.
23. I. The Vassar *Female* College.
C. The Vassar College *for Ladies*.
24. I. There is no need *for* that.
C. There is no need *of* that.
25. I. Carry the amount *forrard*.
C. Carry the amount *forward*.
26. I. The water *freezed* last night.
C. The water *froze* last night.
27. I. That cloth was made *from* the best material.
C. That cloth was made *of* the best material.
28. I. His property makes him independent *from* labor.
C. His property makes him independent *of* labor.
29. I. It was no discouragement *for* him.
C. It was no discouragement *to* him.
30. I. He is averse *from* everything right.
C. He is averse *to* everything right.
31. I. It was a *funny* circumstance.
C. It was a *curious* circumstance.
32. I. He made a great *fuss* about it.
C. He made a great *ado* about it.

G.

1. I. Henry has some new *gallows*.
C. Henry has some new *suspenders*.

2. I. Mr. B. has the gift of *gab*.
C. Mr. B. is a great *talker*.
3. I. There is no earthly power that equals the *gift of gab*.
C. The highest earthly power is *the ability to express one's thoughts freely and correctly*.
4. I. James is a *great gawky*.
C. James is *awkward and ignorant*.
5. I. Who has been *gassing* at you?
C. Who has been *talking* to you?
6. I. He behaved in a very *gentlemanny* manner.
C. He behaved in a very *gentlemanly* manner.
7. I. Mr. Upshur is a well-dressed *gentleman*.
C. Mr. Upshur is a well-dressed *man*.
8. I. Messrs. Appleton & Co.: *Gents*.
C. Messrs. Appleton & Co.: *Gentlemen*.
9. I. I saw two *gentlemen* cross the street.
C. I saw two *men* cross the street.
10. I. *Git* me a book.
C. *Get* me a book.
11. I. James is a *glib* speaker.
C. James is a *fluent* speaker.
12. I. The business goes on *glibly*.
C. The business goes on *briskly*.
13. I. My horse feels *good*.
C. My horse feels *well*.
14. I. Mary spells very *good*.
C. Mary spells *correctly*.
15. I. Willie improves *very good*.
C. Willie improves *rapidly*.
16. I. Mr. Town is a *good liver*.
C. Mr. Town lives *well*.
17. I. Let us play *good*.
C. Let us play *fairly*.
18. I. Jane can sew *good*.
C. Jane can sew *well*.
19. I. She can do that work as *good* as any one else can.
C. She can do that work as *well* as any one.
20. I. This is a *grand* day.
C. This is a *splendid* day ; or, This is a *glorious* day.
21. I. Henry Ward Beecher is a *large* man.
C. Henry Ward Beecher is a *great* man.

22. I. The giant of Kentucky is a *great* man.
C. The giant of Kentucky is a *large* man.
23. I. I walked a *great ways* this morning.
C. I walked a *long distance* this morning.
24. I. It was a *greevyus* fault.
C. It was a *grievous* fault.
25. I. The farmers *grow* corn, rye, and buckwheat.
C. The farmers *cultivate* corn, rye, and buckwheat.
26. I. We *grow* our own wheat.
C. We *raise* our own wheat.
27. I. Henry is a *real greenhorn*.
C. Henry is *very awkward*.
28. I. Large crops of wheat are *grown* in England.
C. Large crops of wheat are *produced* in England.
29. I. The planters *grow* rice and cotton.
C. The planters *cultivate* rice and cotton.
30. I. I *guess* it was *him*.
C. I *think* it was *he*.
31. I. Will you bring my *gums*?
C. Will you bring my *gum-shoes*?
32. I. Have you a piece of *gum-araybic*?
C. Have you a piece of *gum-arabic*? (pronounced Ar'-ab-ic.)
33. I. Do you know my *guardeen*?
C. Do you know my *guardian*?
34. I. We *got* up early, *got* our breakfast, and after we had *got* dressed, *got* into the carriage, but had not *got* far, before we *got* stuck in the mud.
C. We *arose* early, *ate* our breakfast, and after we had dressed, *stepped* into the carriage, but had not *gone* far, before we stuck in the mud.

H.

1. I. I *had rather* walk.
C. I *prefer* to walk.
2. I. I *had rather* walk than ride.
C. I *would rather* walk than ride.
3. I. I *had rather* stay at home.
C. I *choose to* stay at home.
4. I. I *had rather* stay at home than go out to-day.
C. I *would rather* stay at home than go out to-day.

5. I. He *had n't ought* to go.
C. He *ought not* to go.
6. I. She *haint* been here to-day.
C. She *has not* been here to-day.
7. I. He *haint* no right to my coat.
C. He *has* no right to my coat.
8. I. I *haint* looked at my lesson.
C. I *have not* looked at my lesson.
9. I. They *haint* no right on our grounds.
C. They *have* no right on our grounds.
10. I. The front door opens into a small *hall*.
C. The front door opens into a small *entry*.
11. I. I have four *hands* in the field.
C. I have four *men* in the field.
12. I. I thought *I had better go* to Boston.
C. I thought *it better to go* to Boston.
13. I. Religion *happifies* us.
C. Religion *makes* us *happy*.
14. I. It *happifies* the soul.
C. It *fills* the soul *with joy*.
15. I. William is a *hard* student.
C. William is an *earnest* student.
16. I. Johnson is a *hard* student.
C. Johnson is an *idle* student.
17. I. Mason is a *hard* student.
C. Mason is a *reckless* student.
18. I. Mr. Thomas is a *hard case*.
C. Mr. Thomas is *no better than he should be*.
19. I. He does not *have* to work.
C. He does not *need* to work.
20. I. We have had a *heap* of rain.
C. We have had an *abundance* of rain.
21. I. *Heave* that stone out of the road.
C. *Throw* that stone out of the road.
22. I. I have not *hearn* it.
C. I have not *heard* it.
23. I. I have not *heered* it.
C. I have not *heard* it.
24. I. What is the *heft* of it?
C. What is the *weight* of it?
25. I. It was twelve feet in *hiteth*.

- C. It was twelve feet in *height*. (Pronounced *hite*.)
26. I. They know the *heft* of the load.
C. They know the *weight* of the load.
27. I. Have you good *help*?
C. Have you good *employés*?
28. I. *Hitch* the horse to the post.
C. *Fasten* the horse to the post.
29. I. We went *hither and yon*.
C. We went *to and fro*.
30. I. *Hist* the flag.
C. *Hoist* the flag.
31. I. *Hold* on a minute.
C. *Wait* a minute.
32. I. It was highly *honorary* to him.
C. It was highly *honorable* to him.
33. I. She is an *honorary* woman.
C. She is a *lewd* woman.
34. I. That is an *honorary* house.
C. That is a house of *infamy*.
35. I. Have you seen my portrait? It is a *horrible* picture.
C. Have you seen my portrait? It is *very badly* executed.
36. I. He was very *huffy* about it.
C. He was very *much displeased* about it.
37. I. *Humane* nature could not endure it.
C. *Human* nature could not endure it.
38. I. A *hundud* cents make one dollar.
C. A *hundred* cents are equal to one dollar.

I.

1. I. He was *illy* prepared.
C. He was *poorly* prepared.
2. I. *Immigrants* are constantly going away.
C. *Emigrants* are constantly going away.
3. I. My brother lives *in* Muncy.
C. My brother lives *at* Muncy.
4. I. Five are contained *into* twenty, four times.
C. Five are contained *in* twenty, four times.
5. I. When did you come *in* town?
C. When did you come *to* town?

6. I. He went *in* the house.
C. He went *into* the house.
7. I. He put the money *in* his pocket.
C. He put the money *into* his pocket.
8. I. He has capacity *in* learning.
C. He has capacity *for* learning.
9. I. They have gone *in* the garden.
C. They have gone *into* the garden.
10. I. He went *in* the meadow and walked *into* it.
C. He went *into* the meadow and walked *in* it.
11. I. The shells were broken *in pieces*.
C. The shells were broken *into fragments*.
12. I. This book is replete *in* instruction.
C. This book is replete *with* instruction.
13. I. His remarks were *replete in instruction*.
C. His remarks were *very instructive*.
14. I. Mr. Humphrey has been *in our midst* a year.
C. Mr. Humphrey has been *among us* a year.
15. I. He was *infuriated*.
C. He was *enraged*.
16. I. That *is n't* my book.
C. That *is not* my book.
17. I. What was the *issue*?
C. What was the *result*?
18. I. This duty *involves* on us.
C. This duty *devolves* on us.
19. I. Who was the *individual* with whom you were speaking?
C. Who was the *person* with whom you were speaking?
20. I. I heard a respectable *individual* make the assertion.
C. I heard a respectable *person* make the assertion.

J.

1. I. I bought a *jag* of hay.
C. I bought a *small load* of hay.
2. I. *Jest* shut that door.
C. *Will you* shut that door?
3. I. It was *jest* six o'clock.
C. It was *just* six o'clock.
4. I. I am *just going* to do it.
C. I am *about* to do it.

5. I. I saw *Jack* Halbert last evening.
C. I saw *John* Halbert last evening.
6. I. Did you speak to *Jack* Morris?
C. Did you speak to *Jackson* Morris?
7. I. They had a fine *jaunt*.
C. They had a fine *ramble*.
8. I. The master *jawed* me an hour this morning.
C. The master *scolded at* me an hour this morning.
9. I. Did you make any currant *jell*?
C. Did you make any currant *jelly*?
10. I. Have you *jined* the Lodge?
C. Have you *joined* the Lodge?
11. I. The *jiste* is too short.
C. The *joist* is too short.
12. I. He *jewed* me out of all my money.
C. He *cheated* me out of all my money.
13. I. Do not *jeopardize* your best interests.
C. Do not *imperil* your best interests.

K.

1. I. Mr. Conant bought a *kag* of powder.
C. Mr. Conant bought a *keg* of powder.
2. I. Mr. Moore has a *keen* mind.
C. Mr. Moore has an *active* mind.
3. I. *Keep yourself straight*.
C. *Avoid bad company and bad habits*.
4. I. He *kep* my horse a month.
C. He *kept* my horse a month.
5. I. Have you seen my *kerchief*?
C. Have you seen my *handkerchief*?
6. I. The wagon is out of *kilter*.
C. The wagon is out of *repair*.
7. I. I *kinder like* you.
C. I *have some regard* for you.
8. I. It is *kind of* warm.
C. It is *somewhat* warm.
9. I. Hang the *kittle* over the fire.
C. Hang the *kettle* over the fire.
10. I. She has neither *kith* nor *kin*.
C. She has neither *friends* nor *kindred*.

11. I. Mary has a pair of new *kids*.
C. Mary has a pair of new *kid gloves*.
12. I. James has a *knack* at that business.
C. James is *skilful* in that business.
13. I. I *knowed* it.
C. I *knew* it.
14. I. They *knowed* it long ago.
C. They *knew* it long ago.
15. I. The men had to *knuckle*.
C. The men had to *yield*.
16. I. I will *knock under the table*.
C. I will *yield my opinion*.

L.

1. I. One thing thou *lackest*.
C. Of one thing thou *art destitute*; or, One thing thou *hast not*.
2. I. Mrs. Walter is a fine *lady*.
C. Mrs. Walter is a fine *woman*.
3. I. Mrs. Harrison is a respectable *lady*.
C. Mrs. Harrison is a respectable *woman*.
4. I. Mr. Roberts and *lady* are at the Union House.
C. Mr. Roberts and *wife* are at the Union House
5. I. How is your *lady*?
C. How is your *wife*?
6. I. My *lady-friend*.
C. My *friend*, Miss Harding.
7. I. A *saleslady* is wanted in a fancy-goods store.
C. A *saleswoman* is wanted in a fancy-goods store.
8. I. I *laid out* to go to New York.
C. I *intended* to go to New York.
9. I. He is as fine a horse as I ever *laid eyes on*.
C. He is as fine a horse as I ever *saw*.
10. I. You *laid* too long on the ground.
C. You *lay* too long on the ground.
11. I. The ship *lays* at anchor.
C. The ship *lies* at anchor.
12. I. Texas is *larger than any* State of the Union.
C. Texas is the *largest* State of the Union.
13. I. Texas is *larger than any other* State of the Union.
C. Texas is the *largest* State of the Union.

14. I. Mr. Brown *learned* me grammar.
C. Mr. Brown *taught* me grammar.
15. I. Who *learned* you to write?
C. Who *taught* you to write?
16. I. *Leave* me be.
C. *Let* me be.
17. I. *Leave* my hat be on the hook.
C. *Let* my hat be on the hook.
18. I. No man has *less* enemies than he.
C. No man has *fewer* enemies than he.
19. I. No *less* than twenty persons were there.
C. No *fewer* than twenty persons were there.
20. I. School *lets* out at four o'clock.
C. School *closes* at four o'clock.
21. I. *Let's* you and me go to the village.
C. *Let us* go to the village.
22. I. *Let's* go into the house.
C. *Let us* go into the house.
23. I. I had as *lives* go as stay.
C. I would as *lieve* go as stay.
24. I. I would as *lieve* walk as ride.
C. I would as *soon* walk as ride.
25. I. He did just *like* I did.
C. He did just *as* I did.
26. I. He acted *like* Charles did.
C. He acted *as* Charles did.
27. I. Strike *like* I do.
C. Strike *as* I do.
28. I. That is a *likely* horse.
C. That is a *fine-looking* horse.
29. I. Did they *lift* a contribution?
C. Did they *take up* a collection?
30. I. *Give him a lift*.
C. *Assist him*.
31. I. Have you *lit* the lamps?
C. Have you *lighted* the lamps?
32. I. The bird *lit* on the tree.
C. The bird *alighted* on the tree.
33. I. I rode a *little* ways yesterday.
C. I rode a *short distance* yesterday.
34. I. That is a pair of *likely* horses.

- C. That is a pair of *fine-looking* horses.
35. I. Mr. Adams is a *likely* man.
C. Mr. Adams is a *respectable* man.
36. I. You may *lie* the book on the table.
C. You may *lay* the book on the table.
37. I. I will *lay* down to rest.
C. I will *lie* down to rest.
38. I. Have you *lighted* the fire?
C. Have you *kindled* the fire?
39. I. Will you *loan* me your slate?
C. Will you *lend* me your slate?
40. I. I *love* good food.
C. I *like* good food.
41. I. I *like* my brothers and sisters.
C. I *love* my brothers and sisters.
42. I. He looks *like* his father did.
C. He looks *as* his father did.
43. I. Mr. Thomas has a *long* head.
C. Mr. Thomas is a *shrewd* man.
44. I. Henry Clay was a *long-headed* man.
C. Henry Clay had a *comprehensive* mind.
45. I. Do you *love* ice-cream?
C. Do you *like* ice-cream?
46. I. Mr. Willard has *lots* of money.
C. Mr. Willard has a *large sum* of money.
47. I. Miss Bolles has *lots of* friends.
C. Miss Bolles has *many* friends.
48. I. Our teacher has a *lot* of books.
C. Our teacher has a *large number* of books.
49. I. Charles *lots on* going to the city.
C. Charles *expects much pleasure in* going to the city.
50. I. I *lot* upon the vacation.
C. I *anticipate* a pleasant vacation.
51. I. I cannot *lug* that box.
C. I cannot *carry* that box.
52. I. Have you seen the *Lutherean* preacher?
C. Have you seen the *Lutheran* preacher?

M.

1. I. Charles was very *mad* with me.
C. Charles was very *angry* with me.

2. I. Boys should be *made* to work.
C. Boys should be *trained* to work.
3. I. You *make believe* all is right.
C. You *pretend* all is right.
4. I. The Orangeville *Male and Female* Academy.
C. The Orangeville Academy.
5. I. Is your *man* in the house?
C. Is your *husband* in the house?
6. I. *May be* I can go next week.
C. *Perhaps* I can go next week.
7. I. Do you *mean* to go with me?
C. Do you *intend* to go with me?
8. I. You must *memorize* that lesson.
C. You must *commit* that lesson *to memory*.
9. I. She was greatly *miffed* at it.
C. She was greatly *displeased* at it.
10. I. Jane *got miffy* about it.
C. Jane *was cross* about it.
11. I. Did you go more than a *mild* with him?
C. Did you go more than a *mile* with him?
12. I. Did you *mind* that last remark?
C. Did you *notice* that last remark?
13. I. Do you *mind* the lesson of yesterday?
C. Do you *remember* the lesson of yesterday?
14. I. It took *mighty* hold of his feelings.
C. It took *strong* hold of his feelings.
15. I. Do you *mind* that sermon?
C. Do you *recollect* that sermon?
16. I. Yes, I *mind* it perfectly.
C. Yes, I *recollect* it.
17. I. He does as he *is a mind* to.
C. He does as he *is inclined*.
18. I. He plays when he *has a mind* to.
C. He plays when he *pleases*.
19. I. If I *am* not *mistaken* it is he.
C. If I *mistake* not it is he.
20. I. *Mistaken* souls that dream of heaven.
C. *Mistaking* souls that dream of heaven.
21. I. I did not *mistrust* it was you.
C. I did not *suspect* it was you.
22. I. The *monetary affairs* of the firm were in a bad condition.

- C. The *finances* of the firm were in a bad condition.
23. I. I see him *most* every day.
C. I see him *almost* every day.
24. I. I *motion* that the bill be laid on the table.
C. I *move* that the bill be laid on the table.
25. I. That was a bad *move*.
C. That was a bad *movement*.
26. I. How *muggy* the air is to-day.
C. How *murky* the air is to-day.
27. I. Is not this a *muggy* day?
C. Is not this a *murky* day?
28. I. Charles is a *musical* boy.
C. Charles is *noisy*.
29. I. Jane is a *musical* girl.
C. Jane is a *humorous* girl.
30. I. Mr. Ross is a *mighty* fine man.
C. Mr. Ross is a *very* fine man.
31. I. George Perham, our *mutual* friend.
C. George Perham, our *common* friend.
32. I. The Doctor ordered a *mustud* poultice.
C. The Doctor ordered a *mustard* poultice.

N.

1. I. I have not *named* the circumstance to any one.
C. I have not *mentioned* the circumstance to any one.
2. I. *Nary* one of them is right.
C. *Neither* of them is right.
3. I. You shall have *nary* a cent.
C. You shall *not* have a cent.
4. I. His conduct is very *nasty*.
C. His conduct is very *mean*.
5. I. He treated me with *negligence*.
C. He treated me with *neglect*.
6. I. It is *nearabout* fifty miles to Wilkesbarre.
C. It is *nearly* fifty miles to Wilkesbarre.
7. I. He will *never* believe that it was *me*.
C. He will *not* believe that it was *I*.
8. I. Be it *never* so true, they care not.
C. Be it *ever* so true, they care not.
9. I. I shall say *nothing* further.

C. I shall say *no more*.

10. I. I *have a notion to go* to school.

C. I *think of going* to school.

11. I. The teacher *now and twenty years ago differ widely* from each other.

C. The teacher *of to-day differs widely from the teacher of twenty years ago*.

12. I. From *now* I shall know what to depend on.

C. From *this time* I shall know on whom to depend.

13. I. *Every now and then* we are compelled to think.

C. *From time to time* we are compelled to think.

14. I. It was not said either for the one reason *nor* for the other.

C. It was not said either for the one reason *or* for the other.

15. I. I know *nōthing* about it. Sound of short *ō*.

C. I know *nothing* about it. Sound of short *u*.

O.

1. I. It happened under my *observance*.

C. It happened under my *observation*.

2. I. The *observations* and rites of the church.

C. The *observances* and rites of the church.

3. I. The *observation* of the Sabbath is a duty.

C. The *observance* of the Sabbath is a duty.

4. I. I have no *occasion* to accept his offer.

C. I have no *inclination* to accept his offer.

5. I. I shall try to see you *occasionally*.

C. I shall try to see you *from time to time*.

6. I. By *using the odds and ends of time* he became great.

C. By *improving his leisure moments* he became great.

7. I. He found great difficulty *of* writing.

C. He found great difficulty *in* writing.

8. I. My brother is free *of* blame.

C. My brother is free *from* blame.

9. I. He is resolved *of* going to Baltimore.

C. He is resolved *on* going to Baltimore.

10. I. It is dangerous to walk *of* an icy morning.

C. It is dangerous to walk *on* an icy morning.

11. I Received, New York, April 1st, 1860, *of* A. Grant, ten dollars.

C. Received, New York, April 1st, 1860, *from* A. Grant, ten dollars.

12. I. This book is not free *of* mistakes.
C. This book is not free *from* mistakes.
13. I. I like to walk out *of* a fine evening.
C. I like to walk out *on* a fine evening.
14. I. He was *rather offish* about going.
C. He was *somewhat disinclined* to go.
15. I. He is a good *off-hand* speaker.
C. He is a good *extemporaneous* speaker.
16. I. I will think *on* thee, love.
C. I will think *of* thee, love.
17. I. Take hold *on* it.
C. Take hold *of* it.
18. I. I know nothing *on* it.
C. I know nothing *about* it.
19. I. He was much made *on* in Boston.
C. He was much made *of* in Boston.
20. I. I will go *on* the hill.
C. I will go *upon* the hill.
21. I. I am not conversant *on* that subject.
C. I am not conversant *with* that subject.
22. I. She confided *on* her friend's promise.
C. She confided *in* her friend's promise.
23. I. I am independent *on* them.
C. I am independent *of* them.
24. I. I have called on him *oftentimes*.
C. I have *frequently* called on him.
25. I. You may safely confide *on* him.
C. You may safely confide *in* him.
26. I. I shall not call on you for *one while*.
C. I shall not call on you for *a long time*.
27. I. They differ among *one another*.
C. They differ among *themselves*.
28. I. Mr. James is an *old head*.
C. Mr. James is *a man who thinks*.
29. I. George acts like the *old boy*.
C. George is full of *mischief*.
30. I. James is full of the *old nick*.
C. James is *very roguish*.
31. I. Neither Andrew *or* William can sing.

- C. Neither Andrew *nor* William can sing.
32. I. I go home *once in a while*.
C. I go home *occasionally*.
33. I. I seldom, *or* ever, see him.
C. I seldom, *if* ever, see him.
34. I. She is *not* amiable *or* sincere.
C. She is *neither* amiable *nor* sincere.
35. I. He prevailed *over* him to come.
C. He prevailed *on* him to come.
36. I. He went *over* the bridge.
C. He went *across* the bridge.
37. I. Have you *overhauled* the baggage?
C. Have you *examined* the baggage?
38. I. He repeated the lesson *over and over*.
C. He repeated the lesson *again and again*.
39. I. He had to *own the corn*.
C. He had to *yield his opinion*.

P.

1. I. Have you seen my *pants* this morning?
C. Have you seen my *pantaloon*s this morning?
2. I. The tailor has finished the *pants*.
C. The tailor has finished the *trousers*.
3. I. His house is *partly* opposite mine.
C. His house is *nearly* opposite mine.
4. I. The question was taken on the *passage* of the bill.
C. The question was taken on the *passing* of the bill.
5. I. What is *to pay*?
C. What is *the price*?
6. I. What is *to pay*? (To a child crying.)
C. What is *the matter*?
7. I. He *peeked* through the crack of the door.
C. He *peeped* through the crack of the door.
8. I. *Peradventure* I may be gone a week.
C. *Perhaps* I may be gone a week.
9. I. *Perchance* I may be *at home* to-morrow.
C. *Perhaps* I may be home to-morrow.
10. I. The *petitions* of the house are too weak.
C. The *partitions* of the house are too weak.
11. I. I walked a short *piece* with him.

- C. I walked a short *distance* with him.
12. I. Give the child *a piece*.
C. Give the child *some food*.
13. I. These *pieces* were written during the summer of 1860.
C. These *papers* were written during the summer of 1860.
14. I. I heard him *plain*.
C. I heard him *distinctly*.
15. I. Money is *plenty* in the city.
C. Money is *abundant* in the city.
16. I. Strawberries are *plenty* on the mountain.
C. Strawberries are *abundant* on the mountain.
17. I. He was in a sad *plight*.
C. He was in a sad *condition*.
18. I. The man has a good share of *pluck*.
C. The man has *force of character*.
19. I. Where is your *plunder*?
C. Where is your *baggage*?
20. I. I am very *poorly*.
C. I am very *ill*.
21. I. This is a sparsely *populated* country.
C. This is a sparsely *peopled* country.
22. I. The *population* of this region are very poor.
C. The *people* of this region are very poor.
23. I. The man was *pō-sessed* with a demon.
C. The man was *pōs-sessed* with a demon.
24. I. The young man had great *pō-sessions*.
C. The young man had great *pōs-sessions*.
25. I. I was *prejudiced* in his favor.
C. I was *prepossessed* in his favor.
26. I. I was *prepossessed* against the man.
C. I was *prejudiced* against the man.
27. I. Bathing is a *preventative* against a cold.
C. Bathing is a *preventive* against a cold.
28. I. This course will be a *preventative* to disease.
C. This course will be a *preventive* to disease.
29. I. My argument is *predicated* on these principles.
C. My argument is *based* on these principles.
30. I. I *presume* Mr. A. will be here.
C. I *think* Mr. A. will be here.

31. I. I am *proper* glad to see you.
C. I am *very* glad to see you.
32. I. He was *properly* vexed.
C. He was *very much* vexed.
33. I. His statement was *preposterous*.
C. His statement was *absurd*.
34. I. I *propose* to offer a few hints on conversation.
C. I *purpose* to offer a few hints on conversation.
35. I. He was *puking* all night.
C. He was *vomiting* all night.
36. I. She was *very much* put out with him.
C. She was *very angry* with him.
37. I. Gray's Elegy is a fine *pome*.
C. Gray's Elegy is a fine *poem*.
38. I. The man was *pizened*.
C. The man was *poisoned*.
39. I. I was told this by a *party* who had just come from New York.
C. I was told this by a *person* who had just come from New York.
40. I. The lady was playing on the *pī-an-ner*.
C. The lady was playing on the *piano*. (*Pee-an-no.*)
41. I. Do you practise on the *pī-anno*?
C. Do you practise on the *piano*? (*Pee-an-no.*)
42. I. The gentleman was sitting in the *pi-az-zer*.
C. The gentleman was sitting in the *piazza*. (*Pee-az-zah.*)
43. I. Will you have some *potaters*?
C. Will you have some *potatoes*?
44. I. Did you cross the *per-rare-ee*?
C. Did you cross the *prairie*? (*Pray-ree.*)
45. I. How *presumpt-chus* is man!
C. How *presumptuous* is man!

Q.

1. I. Mr. Wilson *quakes* in his shoes.
C. Mr. Wilson *is greatly alarmed*.
2. I. Mr. Grant has a *quantity* of cattle.
C. Mr. Grant has a *large number* of cattle.
3. I. He is *quicker* than a flash.

C. He is *very quick*.

4. I. Go *quick*.

C. Go *quickly*.

5. I. Will you play a game of *quates*?

C. Will you play a game of *quoits*?

R.

1. I. I will *raise* the hill first.

C. I will *go up* the hill first.

2. I. Can you *raise* the *singing*?

C. Can you *pitch* the *tune*?

3. I. Mr. Allen had to *raise* the *tune*.

C. Mr. Allen had to *lead* the *singing*.

4. I. I was *raised* in Bloomsburg.

C. I was *reared* in Bloomsburg.

5. I. They *raised* a committee.

C. They *appointed* a committee.

6. I. Wallace is a *real* good scholar.

C. Wallace is a *very* good scholar.

7. I. This is a *reel* luxury.

C. This is a *re-al* luxury.

8. I. I *reckon* he will come by noon.

C. I *expect* he will come by noon.

9. I. I *reckon* I shall go to-morrow.

C. I *intend* to go to-morrow.

10. I. I *reckon* it is time to leave.

C. I *think* it is time to leave.

11. I. There is an infinite *remove* between holiness and sin.

C. The *difference* between holiness and sin is infinite.

12. I. He has made some *repairs* on his farm.

C. He has made some *improvements* on his farm.

13. I. He is one of the most *responsible* men in town.

C. He is one of the most *reliable* men in town.

14. I. Mr. Austin *has a rig* of his own.

C. Mr. Austin *owns a horse and carriage*.

15. I. I *rigged* myself for the party.

C. I *dressed* myself for the party.

16. I. When he received the letter he started *right off* for Scranton.

C. *As soon as* he received the letter he started for Scranton.

17. I. I will do the work *right away*.
C. I will do the work *immediately*.
18. I. It rained *right hard*.
C. It rained *very fast*.
19. I. He has a new *rig*.
C. He has a new *carriage*.
20. I. I will *rise* the hill and then rest.
C. I will *ascend* the hill and then rest.
21. I. *Rise* me up.
C. *Raise* me up.
22. I. Help me to *rise* this trunk.
C. Help me to *raise* this trunk.
23. I. He was *rising* the hill when he fainted.
C. He was *going up* the hill when he fainted.
24. I. It has been *rising* four years since he went.
C. It has been *more than* four years since he went.
25. I. He is *rising of* six years old.
C. He is *more than* six years old.
26. I. The shears are fastened with a *ribbet*.
C. The shears are fastened with a *rivet*.
27. I. Will you *rid up* the table?
C. Will you *clear off* the table?
28. I. *Rid up* the room.
C. *Arrange and clean* the room.
29. I. I am *ridding up* my trunk.
C. I am *arranging* my trunk.
30. I. Mary is *ridding up* her hair.
C. Mary is *combing* her hair.
31. I. Will you lend me a *ridding-comb*?
C. Will you lend me a *dressng-comb*?
32. I. The water is *rily*.
C. The water is *turbid*.
33. I. The boys threw *rocks* at each other.
C. The boys threw *stones* at each other.
34. I. The water is *roily*.
C. The water is *not clear*.
35. I. The *rooster* is no more a rooster than the hen.
C. The *cock* is no more a rooster than the hen.
36. I. He *rose* the mountain and viewed the country.
C. He *ascended* the mountain and viewed the country.
37. I. Take this *rozzum* and melt it

- C. Take this *rosin* and melt it.
38. I. James is a *rugged* boy.
C. James is a *stout* boy.
39. I. His laziness will be *the ruination of him*.
C. His laziness will be *his ruin*.
40. I. The Delaware *Run* flows into the West Branch.
C. The Delaware *Brook* flows into the West Branch.

S.

1. I. The timber *sags*.
C. The timber *settles*.
2. I. Miss Mosely is a *saphead*.
C. Miss Mosely is *simple*.
3. I. Jarvis is *rather sappy*.
C. Jarvis *has not a strong mind*.
4. I. We had *sallet* for dinner.
C. We had *salad* for dinner.
5. I. I am *sarting* of it.
C. I am *certain* of it.
6. I. The *saxon* rings the bell.
C. The *sexton* rings the bell.
7. I. We had *sauce* for dinner.
C. We had *vegetables* for dinner.
8. I. I will not listen to your *sauce*.
C. I will not listen to your *impudence*.
9. I. Jack is a *saucy* boy.
C. Jack is an *impudent* boy.
10. I. He *sat* his hat on the table.
C. He *set* his hat on the table.
11. I. Harry has a *scalt-head*.
C. Harry has a *scald-head*.
12. I. James is an industrious *scholar*.
C. James is an industrious *pupil*.
13. I. Jane was *setting* on the sofa.
C. Jane was *sitting* on the sofa.
14. I. *Set* up, or I will *sit* you up.
C. *Sit* up, or I will *set* you up.
15. I. The hen is *setting*.
C. The hen is *sitting*.
16. I. The deacon is a very *set* man.

- C. The deacon is a very *decided* man.
17. I. Ann has a *particular* set of friends.
C. Ann has a *select circle* of friends.
18. I. There are few persons that I *set more by*.
C. There are few persons that I *esteem more highly*.
19. I. She gave him a *fine setting out*.
C. She gave a *full description of him*.
20. I. She gave him a *great setting out*.
C. She *spoke reproachfully of him*.
21. I. Modesty is becoming to both *sects*.
C. Modesty is becoming to both *sexes*.
22. I. They *shift* horses at the hotel.
C. They *exchange* horses at the hotel.
23. I. Put Mary's *shimmy* into the trunk.
C. Put Mary's *chemise* into the trunk.
24. I. Henry is a complete *shirk*.
C. Henry is a complete *shark*.
25. I. The man *shirks* from all responsibility.
C. The man *shrinks* from all responsibility.
26. I. Pardon our *shortcomings*.
C. Pardon our *neglect of duty*.
27. I. Mr. B. has *two shotes* for sale.
C. Mr. B. has *two pigs* for sale.
28. I. There was a great *show of the fair sex at the fair*.
C. A great *many ladies attended the fair*.
29. I. He *showed a great deal of temper*.
C. He *was very passionate*.
30. I. She was *sitting* the hen on twelve eggs.
C. She was *setting* the hen on twelve eggs.
31. I. She lives on the *side-hill*.
C. She lives on the *hill-side*.
32. I. A *sight of* people attended the funeral.
C. A *great many* people attended the funeral.
33. I. Where did you find *sitch* a book?
C. Where did you find *such* a book?
34. I. Mr. Mason is a *skinflint*.
C. Mr. Mason is a *miser*.
35. I. He *slammed* the door.
C. He *shut* the door *violently*.
36. I. William is a *slim* scholar.
C. William is a *dull* scholar.

37. I. That was done *slick*.
C. That was *neatly* done.
38. I. A *slick-coated* horse.
C. A *sleek-coated* horse.
39. I. *Slip* the horse into the sleigh.
C. *Harness* the horse into the sleigh.
40. I. He stole a watch and *sloped*.
C. He stole a watch and *ran away*.
41. I. He was frightened and *skedaddled*.
C. He was frightened and *ran for his life*.
42. I. The rose *smells sweet*.
C. The rose *is fragrant*.
43. I. Do not *smear* your clothes.
C. Do not *soil* your clothes.
44. I. Jane has a *smattering* of grammar.
C. Jane has a *slight knowledge* of grammar.
45. I. Mr. E. is a good speaker: there is *some snap* to him.
C. Mr. E. is a good speaker: there is *meaning in what he says*.
46. I. Do not *snarl* so much.
C. Do not *speak* so *unkindly*.
47. I. James is *some* better.
C. James is *somewhat* better.
48. I. Do not tell a *single soul* of it.
C. Do not tell a *person* of it.
49. I. These will take *soonest* and deepest root.
C. These will take *earliest* and deepest root.
50. I. You have *sown* the seam badly.
C. You have *sewed* the seam badly.
51. I. The grain was *sowed too thick*.
C. The grain was *sown too thickly*.
52. I. Employment is a *suvering* balm for an uneasy spirit.
C. Employment is a *sovereign* balm for an uneasy spirit.
53. I. We had *sparrow-grass* for dinner.
C. We had *asparagus* for dinner.
54. I. Mr. Yapple has a *span* of fine horses.
C. Mr. Yapple has a *pair* of fine horses.
55. I. Biddy is a *special good* cook.
C. Biddy is an *excellent* cook.

56. I. He made a fine *speck* that time.
C. He made a fine *speculation* that time.
57. I. We have had a long *spell* of wet weather.
C. We have had a long *season* of wet weather.
58. I. We had a stone *spell* yesterday.
C. We had a stone *party* yesterday.
59. I. The corn looks *spindling*.
C. The corn looks *slender*.
60. I. Thomas is a *spry* boy.
C. Thomas is an *active* boy.
61. I. That boy has *spunk*.
C. That boy has *spirit*.
62. I. My horse has *spunk* enough.
C. My horse is *high-mettled*.
63. I. A *span* of *likely* horses.
C. A *pair* of *fine-looking* horses.
64. I. Hear that child *squall*.
C. Hear that child *cry*.
65. I. The *staging* gave way, and the workmen fell.
C. The *scaffolding* gave way, and the workmen fell.
66. I. Where do they *get the stamps*?
C. Where do they *obtain the money*?
67. I. Mr. Astor has the *stamps*.
C. Mr. Astor is *wealthy*.
68. I. I intend to *stop in town this winter*.
C. I intend to *spend the winter in town*.
69. I. Jackson is a *stuffed fellow*.
C. Jackson is a *stout-built man*.
70. I. He *stumped* the crowd to hear him.
C. He *challenged* the crowd to hear him.
71. I. He *stumped* me to trade with him.
C. He *dared* me to trade with him.
72. I. He made *stump* speeches.
C. He *addressed the crowd in the open air*.
73. I. He was *stunded* by a blow on the head.
C. He was *stunned* by a blow on the head.
74. I. Job had *much substance*.
C. Job had *great wealth*.
75. I. I can *work out* all the *sums* in Arithmetic.
C. I can *perform* all the *examples*, and solve all the *problems* in Arithmetic.

76. I. It was an hour after *sundown*.
C. It was an hour after *sunset*.
77. I. I never saw *such a high tree*.
C. I never saw *so high a tree*.
78. I. He is *such an extravagant* man, that he will come to want.
C. He is *so extravagant* that he will come to want.
79. I. I never saw *such* a large field of corn.
C. I never saw *so large* a field of corn.
80. I. He *swaps* horses every week.
C. He *exchanges* horses every week.
81. I. The higher the river, the *swifter* it flows.
C. The higher the river, the *more swiftly* it flows.

T.

1. I. *Tackle* the horse.
C. *Harness* the horse.
2. I. Chapin's dog *tackled* the other.
C. Chapin's dog *attacked* the other.
3. I. '*Taint* your slate.
C. *It is not* your slate.
4. I. I *take it* to be true.
C. I *believe* it to be true.
5. I. School *takes in* at nine o'clock.
C. School *commences* at nine o'clock.
6. I. He will *tarry* three days.
C. He will *remain* three days.
7. I. That is a *tasty* drawing.
C. That is a *tasteful* drawing.
8. I. The child was *teasing* for plums.
C. The child was *asking* for plums.
9. I. Poverty is no derogation *to* a man's character.
C. Poverty is no derogation *from* a man's character.
10. I. I have not been *that* far.
C. I have not been *so* far.
11. I. The bench was *that* high.
C. The bench was *so* high.
12. I. The field is *that* long.
C. The field is *so* long.
13. I. The boy is about *this* large.

- C. The boy is about *so* large.
14. I. This is a *thinly* peopled country.
C. This is a *sparsely* peopled country.
15. I. Take the same measures *that* I have.
C. Take the same measures *as* I have.
16. I. The relative is of the same person *that* its antecedent is.
C. The relative is of the same person *as* its antecedent.
17. I. They retain the same termination *that* they had.
C. They retain the same termination *as* they had.
18. I. Give me *them* books.
C. Give me *those* books.
19. I. I will give you *them* two quills.
C. I will give you *those* two quills.
20. I. He has been *throwing up* all the morning.
C. He has been *vomiting* all the morning.
21. I. Leave that work to *them* as have more time than I do.
C. Leave that work to *such* as have more time than I do.
22. I. The *then* administration was honest.
C. The administration *of that time* was honest.
23. I. I have not seen him *this* long time.
C. I have not seen him *for a* long time.
24. I. The boat *tipped over* in the middle of the stream.
C. The boat *upset* in the middle of the stream.
25. I. The carriage was *tipped* back.
C. The carriage was *tilted* back.
26. I. James is *to* school.
C. James is *at* school.
27. I. I have nothing to bestow *to* such a man.
C. I have nothing to bestow *on* such a man.
28. I. Whiting changes his seat *to* another.
C. Whiting changes his seat *for* another.
29. I. With no diminution *to* his high repute.
C. With no diminution *of* his high repute.
30. I. In compliance *to* his request, I sent the paper.
C. In compliance *with* his request, I sent the paper.
31. I. He *took* a fever.
C. He *was sick of* a fever.
32. I. Mr. Hart lives at the "*top of the heap*."
C. Mr. Hart lives *somewhat better than his neighbors*.
33. I. Johnson's family are at the "*top of the heap*."

- C. Johnson's family *have a commanding influence*.
34. I. It will be an hour *till* I get this done.
C. It will be an hour *before* I get this done.
35. I. That lawyer is a *tonguey fellow*.
C. That lawyer is a *fluent speaker*.
36. I. This is very different *to* that.
C. This is very different *from* that.
37. I. I have a great abhorrence *to* such things.
C. I have a great abhorrence *of* such things.
38. I. He called *'tother* day.
C. He called *the other* day.
39. I. He is a *tolerable good* student.
C. He is a *fair* student.
40. I. He *took on* as though his heart would break.
C. He *wept* as though his heart would break.
41. I. Mr. Mott *took a notion* to go to the West.
C. Mr. Mott *felt inclined* to go to the West.
42. I. He *toted* the trunk into the house.
C. He *carried* the trunk into the house.
43. I. His dress is a *touch above* his neighbors'.
C. His dress is *somewhat better than* his neighbors'.
44. I. He is very *touchy*.
C. He is very *irritable*.
45. I. He is a man of *truth*.
C. He is a man of *veracity*.
46. I. It is a *tremen-ju-ous* rainy day.
C. It is a *very* rainy day.
47. I. It was a *tremenjus* crash.
C. It was a *tremendous* crash.
48. I. It is a *tremendous* rainy day.
C. It is a *very* rainy day.
49. I. That is a *tricky* horse.
C. That is an *unsafe* horse.
50. I. I have drunk a *tumbler* of water.
C. I have drunk a *glass* of water.
51. I. Did he stay *to* the city?
C. Did he stay *in* the city?
52. I. Did he stay *to* the village?
C. Did he stay *at* the village?
- 53. I. Were the *tossels* made of silk?
C. Were the *tassels* made of silk?

54. I. It was a *turrible* disaster.
C. It was a *terrible* disaster.
55. I. He *tray-versed* sea and land to find it.
C. He *trav'ersed* sea and land to find it.
56. I. Are you fond of *to-ma'tusses*?
C. Are you fond of *tomatoes*? (*To-mat-oze.*)
57. I. The wedding *tower* lasted a week.
C. The wedding *tour* lasted a week.
58. I. Do you read the New York *Tribe-une*?
C. Do you read the New York *Tribune*? (*Trib-une.*)
59. I. What is the worth of *turpentine*?
C. What is the worth of *turpentine*?

U.

1. I. Mr. Snarl has an *ugly* disposition.
C. Mr. Snarl is an *ill-natured* man.
2. I. Mr. Cross is *ugly*.
C. Mr. Cross *has a bad temper*.
3. I. I never felt so *ugly* in my life.
C. I never felt so *out of humor*.
4. I. I feel very *ugly*.
C. I feel very *unpleasant*.
5. I. He *acts very ugly*.
C. He *behaves very improperly*.
6. I. His character is *undeniable*.
C. His character is *irreproachable*.
7. I. Did you hear the *Universal* preacher?
C. Did you hear the *Universalist* preacher?
8. I. We called *upon* our friend.
C. We called *on* our friend.
9. I. I am *usually* well.
C. I am *as well as usual*.
10. I. *Untackle* the horse.
C. *Unharness* the horse.
11. I. He had been standing *upon* the steps.
C. He had been standing *on* the steps.
12. I. Mr. C. has been very *unlucky*.
C. Mr. C. has been very *unfortunate*.
13. I. James did it *unbeknown* to his father.
C. James did it *without the knowledge of* his father.

14. I. William is too *uppish* for his own good.
C. William is too *proud* for his own good.
15. I. The house was *underminded*.
C. The house was *undermined*.
16. I. He acted in an *underhanded* manner.
C. He acted in an *underhand* manner.

V.

1. I. A *vast* field opens up before you.
C. An *extensive* field opens up before you.
2. I. I am *vastly* obliged to you.
C. I am *greatly* obliged to you.
3. I. There is, doubtless, *veracity* in that report.
C. There is, doubtless, *truth* in that report.
4. I. The sound *vibrated* from hill to hill.
C. The sound *reverberated* from hill to hill.
5. I. That is a *vicious* horse.
C. That is an *unruly* horse.

W.

1. I. He will be in season, I *warrant* you.
C. He will be in season, I *assure* you.
2. I. Did you plow the field *lengthways*?
C. Did you plow the field *lengthwise*?
3. I. No, I plowed it cross-ways.
C. No, I plowed it cross-wise.
4. I. What a *wee bit* of an apple!
C. What a *small* apple!
5. I. The ox weighed eleven hundred *weight*.
C. The ox weighed eleven hundred *pounds*.
6. I. How do you do? *Well, I can't complain*.
C. How do you do? *I am well, thank you*.
7. I. He came last week, since *when*, he has been at my house.
C. He came last week, since *which time* he has been at my house.
8. I. It is good *wheeling*.
C. The roads are in good *condition*.
9. I. Thou, *which* hast been witness of the deed.

- C. Thou, *who* hast been witness of the deed
10. I. They *which* seek wisdom, shall find it.
C. They *that* seek wisdom, shall find it.
11. I. He instructed the crowds, *who* surrounded him.
C. He instructed the crowds, *that* surrounded him.
12. I. Our Father *which* art in Heaven.
C. Our Father *who* art in Heaven.
13. I. Almost the *whole* inhabitants left.
C. Almost *all* the inhabitants left.
14. I. *Without* you study, you will not learn.
C. *Unless* you study, you will not learn.
15. I. I differ *with* you in that respect.
C. I differ *from* you in that respect.
16. I. I dissent *with* your opinion.
C. I dissent *from* your opinion.
17. I. He died *with* a fever.
C. He died *of* a fever.
18. I. His writings are conformable *with* the Rules of Rhetoric.
C. His writings are conformable *to* the Rules of Rhetoric.
19. I. The rose has *wilted*.
C. The rose has *withered*.
20. I. I shall not go *without* you do.
C. I shall not go, *unless* you do.
21. I. He is reconciled *with* his brother.
C. He is reconciled *to* his brother.
22. I. If you come, we *will* be happy to see you.
C. If you come, we *shall* be happy to see you.
23. I. Virtue and vice differ widely *with* each other.
C. Virtue and vice differ widely *from* each other.
24. I. I shall not attend the concert *without* you do.
C. I shall not attend the concert *unless* you do.
25. I. Have you any *word* to your brother?
C. Have you any *message* to your brother?
26. I. Is your *woman* at home?
C. Is your *wife* at home?
27. I. Have you seen my *woman* to-day?
C. Have you seen my *wife* to-day?
28. I. Do not *worry yourself* about it.
C. Do not *be unhappy* about it.

29. I. He was very *wrathy*.
C. He was very *angry*.
30. I. I have a *writ* for you to appear at court.
C. I have a *summons* for you to appear at court.
31. I. The king was *wroth* with his servant.
C. The king was *angry* with his servant.

Y.

1. I. Have you been in the new *yacht*? (*Yot.*)
C. Have you been in the new *yacht*? (*Yat.*)
2. I. He is telling *yarns*.
C. He is telling *extravagant stories*.
3. I. Mrs. F. is *spinning street yarns*.
C. Mrs. F. is *gadding about the streets*.
4. I. Hear the boy *yell*.
C. Hear the boy *scream*.
5. I. Will you go to-day? *Yis*.
C. Will you go to-day? *Yes*.
6. I. He went away *yisterday*.
C. He went away *yesterday*.
7. I. Who owns that *yaller* house?
C. Who owns that *yellow* house?
8. I. I cannot come *yit*.
C. I cannot come *yet*.
9. I. I had a good *yield* of wheat.
C. I had a good *crop* of wheat.
10. I. What is the name of the *youngster* who plays the *fiddle*.
C. What is the name of the *youth* who plays on the *violin*.
11. I. Do not spoil any more than *you can help*.
C. Do not spoil any more than *is necessary*.
12. I. If *you'd* come, *you'd* been too late.
C. If *you had* come, *you would have* been too late.
13. I. *You'd* better go.
C. *You would* better go.
14. I. *You'd* better *do* as I say.
C. *It is better for you to do* as I say.
15. I. *You'd as goods* leave that.
C. *You may as well* leave that.
16. I. It happened at sunrise, *you'd better believe*.
C. It happened at sunrise.

SECTION II.

INACCURACIES ARISING FROM THE USE OF WRONG CASES,
NUMBERS, MOODS, TENSES, Etc.

A.

1. I. I want *a* apple.
C. I want *an* apple.
2. I. I will visit you *agreeable* to my promise.
C. I will visit you *agreeably* to my promise.
3. I. I *am thinking* he will soon arrive.
C. I *think* he will soon arrive.
4. I. They *are* gone to the city.
C. They *have* gone to the city.
5. I. This kind of people *are* found everywhere.
C. This kind of people *is* found everywhere.
6. I. The derivation of some words *are* uncertain.
C. The derivation of some words *is* uncertain.
7. I. To see the flowers *are* pleasant.
C. To see the flowers *is* pleasant.
8. I. Can I see you at Reed's, the *artist's*?
C. Can I see you at Reed's, the *artist*?
9. I. I met him at Johnson's, the *author's*.
C. I met him at Johnson's, the *author*.

B.

1. I. Are you going to Chapin's, the *baker's*?
C. Are you going to Chapin's, the *baker*?
2. I. His mother has *bade* him stop.
C. His mother has *bidden* him stop.
3. I. Julia was dressed *beautiful*.
C. Julia was dressed *beautifully*.
4. I. They *begun* the work last week.
C. They *began* the work last week.
5. I. They have *began* the new house.
C. They have *begun* the new house.

6. I. I *bid* him go.
C. I *bade* him go.
7. I. The wind has *blew* very hard all day.
C. The wind has *blown* very hard all day.
8. I. She has *bore* your insolence too long.
C. She has *borne* your insolence too long.
9. I. The tree was *broke* into three pieces.
C. The tree was *broken* into three pieces.
10. I. Did you call at *Brown*, the *farmer's*?
C. Did you call at *Brown's*, the *farmer*?
11. I. He bought eight *bushel* of corn.
C. He bought eight *bushels* of corn.
12. I. My brother is at *Butler*, the *tailor's*.
C. My brother is at *Butler's*, the *tailor*.

C.

1. I. Have the men *came* yet?
C. Have the men *come* yet?
2. I. They have *came* already.
C. They have *come* already.
3. I. You should have *chose* to do as I told you.
C. You should have *chosen* to do as I told you.
4. I. They *choosed* to go with the multitude.
C. They *chose* to go with the multitude.
5. I. The men *come* across the fields.
C. The men *came* across the fields.
6. I. They *come* yesterday.
C. They *came* yesterday.
7. I. Jane *come* home last week.
C. Jane *came* home last week.
8. I. I will act *conformable* to your wishes.
C. I will act *conformably* to your wishes.
9. I. The money was sent *conformable* to your request.
C. The money was sent *conformably* to your request.
10. I. I like school *considerable* well.
C. I like school *considerably* well.
11. I. Are you going to *Chapin*, the *baker's*?
C. Are you going to *Chapin's*, the *baker*?

D.

1. I. He was *desperate* sick.
C. He was *desperately* sick.
2. I. He has *did* the work.
C. He has *done* the work.
3. I. He stopped at Westman's, the *doctor's*.
C. He stopped at Westman's, the *doctor*.
4. I. They *done* that last week.
C. They *did* that last week.
5. I. Which man *done* this?
C. Which man *did* this?
6. I. I have *drew* three pails of water.
C. I have *drawn* three pails of water.
7. I. He *drewed* three loads of wood.
C. He *drew* three loads of wood.
8. I. He has *drove* the horse all day.
C. He has *driven* the horse all day.
9. I. The horse was *drove* too hard.
C. The horse was *driven* too hard.
10. I. He *drunk* three glasses of wine.
C. He *drank* three glasses of wine.
11. I. James has *drank* too much.
C. James has *drunk* too much.

E.

1. I. Susan writes *elegant*.
C. Susan writes *elegantly*.
2. I. That painting is *eleganter* than this.
C. That painting is *more elegant* than this.
3. I. Will you call at Harman's, the *engineer's*?
C. Will you call at Harman's, the *engineer*?

F.

1. I. Did you call at Brown's, the *farmer's*?
C. Did you call at Brown's, the *farmer*?
2. I. The boy has *fell* six times.
C. The boy has *fallen* six times.
3. I. Two *fifth* of ten is four *fifth* of five.
C. Two *fifths* of ten are four *fifths* of five.

4. I. I will explain, *firstly*, the cause.
C. I will explain, *first*, the cause.
5. I. How many *fishes* did you catch?
C. How many *fish* did you catch.
6. I. The bird might have *flew* away.
C. The bird might have *flown* away.
7. I. The bird *flown* away.
C. The bird *flew* away.
8. I. He drew a cord of four *foot* wood.
C. He drew a cord of four *feet* wood.
9. I. Three *fourth* of eight is six.
C. Three *fourths* of eight are six.
10. I. The man looks *frightful*.
C. The man looks *frightfully*.
11. I. The soldiers have *froze* their hands.
C. The soldiers have *frozen* their hands.
12. I. Their feet were *froze* many times.
C. Their feet were *frozen* many times.
13. I. The ground has been *froze* a week.
C. The ground has been *frozen* a week.

G.

1. I. The barrel holds forty *gallon*.
C. The barrel holds forty *gallons*.
2. I. My brother has *gave* me a book.
C. My brother has *given* me a book.
3. I. They *growed* very fast.
C. They *grew* very fast.
4. I. They have *grew* rapidly.
C. They have *grown* rapidly.
5. I. I was at Baker's, the *grocer's*.
C. I was at Baker's, the *grocer*.
6. I. Did he go to *Greene's*, the broker's office?
C. Did he go to *Greene*, the broker's office.

H.

1. I. Can I see you at *Harding's*, the judge's office?
C. Can I see you at *Harding*, the judge's office?
2. I. Will you go to *Harman*, the engineer's?
C. Will you go to *Harman's*, the engineer?

3. I. Thou, who *has* been witness of the deed.
C. Thou, who *hast* been witness of the deed.
4. I. *Has* these papers been signed?
C. *Have* these papers been signed?
5. I. The people *has* itching ears.
C. The people *have* itching ears.
6. I. It was brought from Kent's, the *hatter's*.
C. It was brought from Kent's, the *hatter*.
7. I. The court *have* been open to the citizens.
C. The court *has* been open to the citizens.
8. I. The ship *has hove* in sight.
C. The ship *heaved* into sight.
9. I. I intended to *have mentioned* the subject.
C. I intended to *mention* the subject.
10. I. I had purposed to *have left* long ago.
C. I had purposed to *leave* long ago.
11. I. They hoped to *have carried* the city by storm.
C. They hoped to *carry* the city by storm.
12. I. *He* that is idle reprove.
C. *Him* that is idle reprove.
13. I. *He* and *they* we know.
C. *Him* and *them* we know.
14. I. Who told *he* to go?
C. Who told *him* to go?
15. I. I thought it to be *he*.
C. I thought it to be *him*.
16. I. It cannot be *her*.
C. It cannot be *she*.
17. I. I am certain it was *her*.
C. I am certain it was *she*.
18. I. What made *he* desert the army?
C. What made *him* desert the army?
19. I. Who made *he* do it?
C. Who made *him* do it?
20. I. *Her* and I study spelling.
C. *She* and I study spelling.
21. I. You and *her* must come and see us.
C. You and *she* must come and see us.
22. I. We and *her* will visit you.
C. We and *she* will visit you.
23. I. *I* and *her* are very busy.

- C. *She* and *I* are very busy.
24. I. *Her* goes to school.
C. *She* goes to school.
25. I. *Him* is my brother.
C. *He* is my brother.
26. I. *I* and *him* study grammar.
C. *He* and *I* study grammar.
27. I. *Him* and *I* are going to New York.
C. *He* and *I* are going to New York.
28. I. I that speak unto thee am *him*.
C. I that speak unto thee am *he*.
29. I. It was not *him* that said it.
C. It was not *he* that said it.
30. I. I do not think it is *him*.
C. I do not think it is *he*.
31. I. I am *him* whom ye seek.
C. I am *he* whom ye seek.
32. I. He did not suppose it was *him*.
C. He did not suppose it was *he*.
33. I. It was thought to be *him*.
C. It was thought to be *he*.
34. I. I saw your friend — *he* that lives at Scranton.
C. I saw your friend — *him* that lives at Scranton.
35. I. He spoke of Napoleon — *he* that died in exile.
C. He spoke of Napoleon — *him* that died in exile.
36. I. To be *him* whom all are praising, is not the highest honor.
C. To be *he* whom all are praising, is not the highest honor.
37. I. *Her* being safe, let us pursue our journey.
C. *She* being safe, let us pursue our journey.

I.

1. I. There *is* many trials incident to humanity.
C. There *are* many trials incident to humanity.
2. I. This is only one of the many subjects that *is* to be treated of.
C. This is only one of the many subjects that *are* to be treated of.

J.

1. I. I met him at *Johnson's*, the author's house.
C. I met him at *Johnson*, the author's house.
2. I. Can I see you at *Mason*, the *artist's*?
C. Can I see you at *Mason's*, the *artist*?
3. I. I have been to *Hart's*, the lawyer's office.
C. I have been to *Hart*, the lawyer's office.

K.

1. I. It was brought from *Kent's*, the *hatter's*.
C. It was brought from *Kent's*, the *hatter*.
2. I. We have *knew* them a long time.
C. We have *known* them a long time.
3. I. They have *knowed* the facts in the case.
C. They have *known* the facts in the case.

L.

1. I. Russia is *larger* than any country of Europe.
C. Russia is *the largest* country of Europe.
2. I. The man *laid* in the gutter all night.
C. The man *lay* in the gutter all night.
3. I. He will maintain the suit, though he *loses* his estate.
C. He will maintain the suit, though he *lose* his estate.

M.

1. I. One added to nine *make* ten.
C. One added to nine *makes* ten.
2. I. One and nine *makes* ten.
C. One and nine *make* ten.
3. I. *Me* am going to school.
C. *I* am going to school.
4. I. *Us* want an apple.
C. *We* want an apple.
5. I. It was *me* who spoke.
C. It was *I* who spoke.
6. I. They thought it was *me*.
C. They thought it was *I*.
7. I. I left the parcel at *Wilson's*, the *merchant's*.

- C. I left the parcel at Wilson's, the *merchant*.
 8. I. The cars moved twenty *mile* an hour.
 C. The cars moved twenty *miles* an hour.

N.

1. I. The letter was written *neat*.
 C. The letter was *neatly* written.
 2. I. Five *ninth* of eighteen *is* ten.
 C. Five *ninths* of eighteen *are* ten.
 3. I. "The" may limit *nouns* of both the singular and plural number.
 C. "The" may limit *a noun* of either the singular or plural number.

P.

1. I. Whom did you see at *Parker*, the *painter's*?
 C. Whom did you see at *Parker's*, the *painter*?
 2. I. He *plead* his own cause.
 C. He *pleaded* his own cause.
 3. I. A variety of objects *please* the eye.
 C. A variety of objects *pleases* the eye.
 4. I. I left the book at *Price's*, the merchant's store.
 C. I left the book at *Price*, the merchant's store.
 5. I. That point was *proven*.
 C. That point was *proved*.

Q.

1. I. You should go *quick* to school.
 C. You should go *quickly* to school.
 2. I. Do that work *quick*.
 C. Do that work *quickly*.

R.

1. I. The boys have *ran* a long distance.
 C. The boys have *run* a long distance.
 2. I. William improves *rapid*.
 C. William improves *rapidly*.

3. I. How do you do? *Reasonable well.*
C. How do you do? *I am very well, thank you.*
4. I. Jane is a *remarkable* pretty girl.
C. Jane is a *remarkably* pretty girl.
5. I. He will not be pardoned, unless he *repents*.
C. He will not be pardoned, unless he *repent*.
6. I. She dresses *rich*.
C. She dresses *richly*.
7. I. She lives at *Riley's*, the doctor's house.
C. She lives at *Riley*, the doctor's house.
8. I. The House has *rose* twice for adjournment.
C. The House has *risen* twice for adjournment.

S.

1. I. I have *saw* the elephant.
C. I have *seen* the elephant.
2. I. I have not *saw* him for a week.
C. I have not *seen* him for a week.
3. I. I *see* him last week.
C. I *saw* him last week.
4. I. I *seen* him yesterday.
C. I *saw* him yesterday.
5. I. I *seen* him at the store.
C. I *saw* him at the store.
6. I. They made *she* do it.
C. They made *her* do it.
7. I. *She* and *they* we know.
C. *Her* and *them* we know.
8. I. Do they really believe me to be *she*?
C. Do they really believe me to be *her*?
9. I. The corn cost five *shilling* a bushel.
C. The corn cost five *shillings* a bushel.
10. I. That dress looks *shocking*.
C. That dress *is in bad taste*.
11. I. Who has *shook* all the fruit from the trees?
C. Who has *shaken* all the fruit from the trees?
12. I. I *shown* him the book.
C. I *showed* him the book.
13. I. In school, walk *slow* and *light*.
C. In school, walk *slowly* and *lightly*.

14. I. She reads *slow*.
C. She reads *slowly*.
15. I. Rhode Island is *smaller* than any State of the Union.
C. Rhode Island is *the smallest* State of the Union.
16. I. Mr. B. *sown* twenty acres of wheat.
C. Mr. B. *sowed* twenty acres of wheat.
17. I. A part of the bill was *stricken* out.
C. A part of the bill was *struck* out.

T.

1. I. My brother is at Butler's, the *tailor's*.
C. My brother is at Butler's, the *tailor*.
2. I. Charlotte is the *tallest* of her sisters.
C. Charlotte is *taller* than her sisters.
3. I. Every person should judge of *their* own duty.
C. Every person should judge of *his* own duty.
4. I. *Them* are my sentiments.
C. *Those* are my sentiments.
5. I. He and *them* are from home.
C. He and *they* are from home.
6. I. *Them* that oppress the poor, shall come to want.
C. *They* that oppress the poor, shall come to want.
7. I. It was *them*, and not *us*, who did it.
C. It was *they*, and not *we*, who did it.
8. I. No one believed it was *them*.
C. No one believed it was *they*.
9. I. To be *them* in whom the good delight, is most desirable.
C. To be *they* in whom the good delight, is most desirable.
10. I. Did you see *them* men?
C. Did you see *those* men?
11. I. I have done *them* examples.
C. I have done *those* examples.
12. I. *These* kind of people *are* found everywhere.
C. *This* kind of people *is* found everywhere.
13. I. I have bought *them* harness.
C. I have bought *this* harness.
14. I. May I take *them* books?
C. May I take *these* books?

15. I. *These* molasses are good.
C. *This* molasses is good.
16. I. *They* that honor me, I will honor.
C. *Them* that honor me, I will honor.
17. I. Let us visit the soldiers, *they* who are at Washington.
C. Let us visit the soldiers, *them* who are at Washington.
18. I. I have been waiting *this* two hours.
C. I have been waiting *these* two hours.
19. I. When was he at *Thompson's*, the poet's house?
C. When was he at *Thompson*, the poet's house?
20. I. I dislike to hear *those* sort of questions.
C. I dislike to hear *that* sort of questions.
21. I. James *throwed* the ball.
C. James *threw* the ball.
22. I. All the boys *thrown* stones.
C. All the boys *threw* stones.
23. I. *Thou* only have I chosen.
C. *Thee* only have I chosen.
24. I. How many *ton* of coal were there?
C. How many *tons* of coal were there?
25. I. Two *third* of six is four.
C. Two *thirds* of six are four.

U.

1. I. They and *us* are diligent.
C. They and *we* are diligent.
2. I. *Us* having left, they will be free from restraint.
C. *We* having left, they will be free from restraint.

W.

1. I. The girls *was* disappointed.
C. The girls *were* disappointed.
2. I. *Was* there any flowers in the meadow?
C. *Were* there any flowers in the meadow?
3. I. If I *was* to write, it would do no good.
C. If I *were* to write, it would do no good.
4. I. If I *was* he, I should resign.
C. If I *were* he, I should resign.

5. I. They have *went* to the city.
C. They have *gone* to the city.
6. I. Every house and cottage *were* plundered.
C. Every house and cottage *was* plundered.
7. I. The audience *were* very large and respectable.
C. The audience *was* very large and respectable.
8. I. The ship with all her crew *were* lost.
C. The ship with all her crew *was* lost.
9. I. The ship and all her crew *was* lost.
C. The ship and all her crew *were* lost.
10. I. He stopped at *Westman*, the *doctor's*.
C. He stopped at *Westman's*, the *doctor*.
11. I. He is at *Whitney*, the *broker's*.
C. He is at *Whitney's*, the *broker*.
12. I. *Who* did they send?
C. *Whom* did they send?
13. I. *Who* did you see?
C. *Whom* did you see?
14. I. *Who*, not having seen, we love.
C. *Whom*, not having seen, we love.
15. I. *Who* shall I call you?
C. *Whom* shall I call you?
16. I. *Who* do they represent me to be?
C. *Whom* do they represent me to be?
17. I. *Whom* are you?
C. *Who* are you?
18. I. *Whom* do men say that I am?
C. *Who* do men say that I am.
19. I. I know *whom* he was.
C. I know *who* he was.
20. I. He reproved all *whom* he thought were guilty.
C. He reproved all *who* he thought were guilty.
21. I. *Whomever* is contented, enjoys happiness.
C. *Whoever* is contented, enjoys happiness.
22. I. The horse was left at *Wilson*, the *farmer's*.
C. The horse was left at *Wilson's*, the *farmer*.
23. I. The coat was *wore* threadbare.
C. The coat was *worn* threadbare.
24. I. War is a *worser* calamity than famine.
C. War is a *worse* calamity than famine.

Y.

1. I. *Ye* hath he quickened.
 - C. *You* hath he quickened.
-

SECTION III.

INACCURACIES ARISING FROM THE USE OF SUPERFLUOUS WORDS.

1. I. I am *agoing* to town.
- C. I am going to town.
2. I. The fellow *again* repeated the assertion.
- C. The fellow repeated the assertion.
3. I. I *am in hopes of going* to Boston.
- C. I hope to go to Boston.
4. I. He has *a* capacity for learning.
- C. He has capacity for learning.
5. I. I do not like *apothecary* medicine.
- C. I do not like medicine.
6. I. He is but a poor reader, *at best*.
- C. He is but a poor reader.
7. I. Charles having missed his way, returned *back*.
- C. Charles having missed his way, returned.
8. I. They restored the money *back* to the owner.
- C. They restored the money to the owner.
9. I. It is true I came at a late hour ; but *because* why ?
I was detained.
- C. It is true I came at a late hour ; but why ? I was detained.
10. I. The cat caught a *great big* rat.
- C. The cat caught a rat.
11. I. James has a *bran* new hat.
- C. James has a new hat.
12. I. It was your *bounden* duty to go.
- C. It was your duty to go.
13. I. I have read the book *clean* through.
- C. I have read the book through.

14. I. They walked *clear* to town.
C. They walked to town.
15. I. This is a *curious* good pail.
C. This is a good pail.
16. I. Charles, *do you* be attentive.
C. Charles, be attentive.
17. I. She fell *down* upon her knees.
C. She fell upon her knees.
18. I. He fell from the window of the second story *down* to the ground.
C. He fell from the window of the second story to the ground.
19. I. I can do it *equally* as well as he.
C. I can do it as well as he.
20. I. My carriage is *equally* as good as yours.
C. My carriage is as good as yours.
21. I. I will go as soon as *ever* I can.
C. I will go as soon as I can.
22. I. The Orangeville *Male and Female* Academy.
C. The Orangeville Academy.
23. I. He will start *from* thence to-morrow.
C. He will start thence to-morrow.
24. I. *From* whence come wars and fightings?
C. Whence come wars and fightings?
25. I. We infer *from* hence the following sentiment.
C. We hence infer the following sentiment.
26. I. The men-*folks* are in the field.
C. The men are in the field.
27. I. The women-*folks* are away from home.
C. The women are away from home.
28. I. They wanted *for* to go home.
C. They wanted to go home.
29. I. She is a *fine* lady, *she is*.
C. She is a lady.
30. I. My *fellow*-countrymen! welcome to the blessings of this day.
C. My countrymen! welcome to the blessings of this day.
31. I. Who has *got* my inkstand? Jane has *got* it.
C. Who has my inkstand. Jane has it.
32. I. Have you *got* a knife?

- C. Have you a knife?
33. I. Have you *got* your lesson learned?
C. Have you learned your lesson?
34. I. Mr. Jones, the *gentlemanly* landlord, waited on us.
C. Mr. Jones, the landlord, waited on us.
35. I. He *had* ought to answer my letter.
C. He ought to answer my letter.
36. I. He *had* not ought to go away.
C. He ought not to go away.
37. I. They intended to *have gone*.
C. They intended to go.
38. I. This *here* book is not mine.
C. This book is not mine.
39. I. This *here* hat is too small.
C. This hat is too small.
40. I. This *here* horse is lame.
C. This horse is lame.
41. I. Henry is a fine fellow, *he is*.
C. Henry is a fine youth.
42. I. I want to *have* you come and see me.
C. I want you to come and see me.
43. I. I have not the article *in any shape or form*.
C. I have not the article.
44. I. The shells were broken *in pieces*.
C. The shells were broken.
45. I. He will be in season, *I assure you*.
C. He will be in season.
46. I. His mother finds him *in* money.
C. His mother finds him money.
47. I. You may enter *in* the house.
C. You may enter the house.
48. I. Mary, will you *just* bring my shawl?
C. Mary, will you bring my shawl?
49. I. Henry, *just go and* close the door.
C. Henry, close the door.
50. I. He looks ashamed and guilty-*like*.
C. He looks ashamed and guilty.
51. I. I shall go by the *latter* end of the week.
C. I shall go by the end of the week.
52. I. You cannot pursue a *more* nobler employment.
C. You cannot pursue a nobler employment.

53. I. That is the *most* largest house in the village.
C. That is the largest house in the village.
54. I. I have *not got* no money.
C. I have no money.
55. I. They have *not* done no work.
C. They have done no work.
56. I. The class have *not got* no lesson.
C. The class has no lesson.
57. I. He *never* spoke but once while I was there.
C. He spoke but once while I was there.
58. I. I have *not* had no dinner *yet*.
C. I have had no dinner.
59. I. I *cannot* by no means allow it.
C. I can by no means allow it.
60. I. The fruit was gathered off *of* that tree.
C. The fruit was gathered off that tree.
61. I. What are you doing *of*?
C. What are you doing?
62. I. What are you doing *on*?
C. What are you doing?
63. I. They united *together* and covered it *over*.
C. They united and covered it.
64. I. Such conduct admits *of* no excuse.
C. Such conduct admits no excuse.
65. I. Her conduct was approved *of*.
C. Her conduct was approved.
66. I. Another *one* came, and the other *one* went.
C. Another came, and the other went.
67. I. He pressed *out* the juice from the grapes.
C. He pressed the juice from the grapes.
68. I. He repeated the lesson *over*.
C. He repeated the lesson.
69. I. By observing *of* truth you will gain the confidence of others.
C. By observing truth you will gain the confidence of others.
70. I. Without taking *of* pains you will not succeed.
C. Without taking pains you will not succeed.
71. I. By hindering *of* others, we injure ourselves.
C. By hindering others, we injure ourselves.
72. I. I have not told you a quarter *part* of it.

- C. I have not told you a quarter of it.
73. I. You have not seen one tenth *part* of the farm.
C. You have not seen one tenth of the farm.
74. I. Mr. A. is a *refined* gentleman.
C. Mr. A. is a gentleman.
75. I. Wallace is a *real* good scholar.
C. Wallace is a good scholar.
76. I. We had *raw* salad for dinner.
C. We had salad for dinner.
77. I. Mrs. Morse is a fine woman, *she is*.
C. Mrs. Morse is a fine woman.
78. I. She is a *thorough-bred* lady.
C. She is a lady.
79. I. In *the* tracing of Franklin's history, we see much to admire.
C. In tracing Franklin's history, we see much to admire.
80. I. By *the* sending proper information you will oblige me.
C. By sending proper information you will oblige me.
81. I. By *the* observing truth you will gain the confidence of others.
C. By observing truth you will gain the confidence of others.
82. I. The facts are *too* universally known *to be denied*.
C. The facts are universally known.
83. I. I will purchase that *there* house.
C. I will purchase that house.
84. I. Go, flee *thee away* into the land of Judea.
C. Go, flee into the land of Judea.
85. I. I persecuted this way unto *the* death.
C. I persecuted this way unto death.
86. I. I did not do it, *though*.
C. I did not do it.
87. I. I have heard *tell* of the circumstance.
C. I have heard of the circumstance.
88. I. Jane puts oil on *to* her hair.
C. Jane puts oil on her hair.
89. I. I am not the least fatigued *that ever was*.
C. I am not the least fatigued.
90. I. We conversed *together* on the subject.
C. We conversed on the subject.
91. I. Ellen rose *up* and left the room.

- C. Ellen rose and left the room.
92. I. Raise *up* your arm.
C. Raise your arm.
93. I. Amid the cheers of the multitude, he rose *up* and began.
C. Amid the cheers of the multitude, he rose and began.
94. I. They will not believe but *what* it was me.
C. They will not believe but it was me.
95. I. I do not know but *what* I shall go.
C. I do not know but I shall go.
96. I. I shall go *whether or no*.
C. I shall go.
97. I. That house is owned by a widow-*woman*.
C. That house is owned by a widow.
98. I. He came yesterday, *you know*.
C. He came yesterday.
99. I. I have them in every shape *and form*.
C. I have them in every shape.
100. I. Henry has a good house, *that's so*.
C. Henry has a good house.
101. I. He is worth more than you think *for*.
C. He is worth more than you think.
102. I. Harriet is the *most* proudest girl in school.
C. Harriet is the proudest girl in school.

SECTION IV.

INACCURACIES ARISING FROM THE OMISSION OF ONE OR MORE WORDS.

I. "*The*" is often omitted before the noun *community*, which is always wrong. Thus:

1. I. Community is responsible for the result.
C. *The* community is responsible for the result.
2. I. It is the duty of community to provide for these things.
C. It is the duty of *the* community to provide for these things.

3. I. I was assured that community would sustain me.
C. I was assured that *the* community would sustain me.
4. I. He appealed from the court to community.
C. He appealed from the court to *the* community.
5. I. The masses of community should be educated.
C. The masses of *the* community should be educated.

II. The omission of an adjective after the adverb *quite*.

1. I. It was quite an addition to his expenses.
C. It was quite a *large* addition to his expenses.
2. I. This was quite an item in the account.
C. This was quite an *important* item in the account.
3. I. The Messrs. Miller have quite an amount on hand.
C. The Messrs. Miller have quite a *large* amount on hand.
4. I. They have at the wharf quite a quantity of coal.
C. They have at the wharf quite a *large* quantity of coal.
5. I. I am pleased with James — he is quite a man.
C. I am pleased with James — he is quite *like* a man.
6. I. He inherited quite a fortune.
C. He inherited quite a *large* fortune.

III. The omission of the conjunction *that*.

1. I. Such were the facts, and such his reasons ; and we believe he was right.
C. Such were the facts, and such his reasons ; and we believe *that* he was right.
2. I. I know it is so ; but this only augments my grief.
C. I know *that* it is so ; but this only augments my grief.

IV. Various omissions ; *a, the, he, it, etc.*

1. I. Jane has a large and small grammar.
C. Jane has a large and *a* small grammar.
2. I. Both a red and black flag were displayed.
C. Both a red and *a* black flag were displayed.
3. I. A black and gray horse were harnessed together.
C. A black and *a* gray horse were harnessed together.
4. I. The book will be useful to the old and young.
C. The book will be useful to the old and *the* young.

5. I. Does Mexico border on the Atlantic or Pacific Ocean?
C. Does Mexico border on the Atlantic, or *the* Pacific Ocean?
6. I. Is the house on the right side or left?
C. Is the house on the right side, or *the* left?
7. I. Is the village on the right or left bank of the river?
C. Is the village on the right, or *the* left bank of the river?
8. I. What is the difference between the old and new system of grammar?
C. What is the difference between the old and *the* new system of grammar?
9. I. I understand both the new and old methods.
C. I understand both the new and *the* old methods.
10. I. The attorney executed the deed, but will write no more.
C. The attorney executed the deed, but *he* will write no more.
11. I. The world begins to recede, and will soon disappear.
C. The world begins to recede, and *it* will soon disappear.
12. I. He is still in the hospital you saw him.
C. He is still in the hospital *in which* you saw him.
13. I. Observe them in the order they stand.
C. Observe them in the order *in which* they stand.
14. I. We immediately proceeded to the place we were directed.
C. We proceeded immediately to the place *to which* we were directed.
15. I. My companion remained a week in the state I left him.
C. My companion remained a week in the state *in which* I left him.
16. I. Not only his credit, but his reputation were good.
C. Not only his credit, but *also* his reputation were good.
17. I. The man has *went* his way.
C. The man has *gone on* his way.

SECTION V.

INACCURACIES ARISING FROM THE USE OF WRONGLY CONSTRUCTED SENTENCES.

1. I. The man is happy, who is virtuous.
C. The man who is virtuous, is happy.
2. I. The man is a villain, who trifles with the affections of woman.
C. The man who trifles with the affections of woman, is a villain.
3. I. The horse belonged to the landlord, that I drove to the railroad.
C. The horse that I drove to the railroad, belonged to the landlord.
4. I. The trees are growing in the field, that I purchased from you.
C. The trees that I purchased from you, are growing in the field.
5. I. He is unworthy the confidence of a fellow-being, who disregards the laws of his Maker.
C. He who disregards the laws of his Maker, is unworthy of the confidence of a fellow-being.
6. I. It was no other but his own fault.
C. It was the fault of no one but himself.
7. I. He no sooner is sober, but he is filled with grief.
C. As soon as he is sober, he is filled with grief.
8. I. Such another mistake will not occur.
C. Another such mistake will not occur.
9. I. Mr. A. is a young intelligent man.
C. Mr. A. is an intelligent young man.
10. I. Mr. B. is a young brilliant man and scholar.
C. Mr. B., though a young man, is a brilliant scholar.
11. I. Either of the four will answer.
C. Any one of the four will answer.
12. I. The blessing of the Lord, it maketh rich.
C. The blessing of the Lord maketh rich.

13. I. I felt a chilling sensation to creep over me.

C. I felt a chilling sensation creep over me.

14. I. Professing regard, and to act differently, discovers a base mind.

C. To profess regard, and to act differently, betrays a base mind.

15. I. Did he not confess his fault, and entreated me to forgive him?

C. Did he not confess his fault, and entreat me to forgive him?

16. I. They know scarcely that temperance is a virtue.

C. They scarcely know that temperance is a virtue.

17. I. The king found reason to repent soon of his rashness.

C. The king soon found reason to repent of his rashness.

18. I. He insolently behaved to his teacher.

C. He behaved insolently to his teacher.

19. I. They acted in such a manner, that some persons doubted them to be honest.

C. Such was their conduct, that some persons doubted their honesty.

20. I. He would have went with us, if we would have wanted him.

C. He would have gone with us, if we had desired.

21. I. If I had have known this, the trouble might have been avoided.

C. Had I known this, the trouble might have been avoided.

22. I. Not only he found them in health, but contented and happy also.

C. He found them not only in health, but also contented and happy.

23. I. It was Charles, and not me, who done the mischief.

C. It was Charles, who did the mischief, and not I.

24. I. His opinion was expressed, after rather a hasty examination.

C. His opinion was based on a rather hasty examination.

25. I. Not his property only, but his credit was gone.

C. Not only his property was gone, but his credit also.

26. I. If he knows the way, he not needs a guide.

C. If he knows the way, he needs no guide.

27. I. I have visited the home of my childhood recently.
C. I have recently visited the home of my childhood.
28. I. I have not went to no school.
C. I have not been to any school.
29. I. He cannot get no employment.
C. He can get no employment.
30. I. You can have neither of the four.
C. You can have no one of the four.
31. I. He is younger, but not so active as his friend.
C. He is younger than his friend, but not so active.

PART SECOND.

ETYMOLOGY, SYNTAX, AND PROSODY.

LESSON I.

DEFINITIONS AND DIVISIONS OF GRAMMAR.

1. What is Grammar?

Ans. Grammar is the *science* of language, and the *art* of using it correctly.

2. Of how many parts does it consist?

A. Of four parts; viz., Orthography, Etymology, Syntax, and Prosody.

3. Of what does Orthography treat?

A. Orthography treats of the names and sounds of letters, and the correct spelling of words.

4. In what is Orthography generally studied?

A. In spelling-books and dictionaries.

5. Of what does Etymology treat?

A. Of the different classes of words, their derivation, meaning, and inflections.

6. Of what does Syntax treat?

A. Of the construction of sentences; and of the arrangement and relations of the words which compose them.

7. Of what does Prosody treat?

A. Of the pauses used in writing, and of the laws of versification.

8. How should the several parts of grammar be studied?

A. In connection with each other, and with the writing of composition.

LESSON II.

OF SENTENCES.

1. Will you write on the board the words, "Good parents love their children"?

2. What is this expression called?

A. A sentence.

3. Why is it a sentence?

A. Because it is an expression which makes complete sense.

4. What then is a sentence?

A. Any combination of words which expresses a complete thought, is a sentence.

5. Will you illustrate this?

A. When I say, "Good parents love their children," the expression makes complete sense, and is therefore a sentence.

6. How should every sentence be commenced?

A. The first word of every sentence should begin with a capital letter.

7. By what should every sentence be followed?

A. Every sentence should be followed either by a *period*, or by an *interrogation*, or an *exclamation* point.

8. When should a sentence be followed by a period?

A. Every sentence which neither asks a question, nor utters an exclamation, should be followed by a period.

9. What sentences should be followed by an *interrogation* point?

A. Every sentence which asks a question, should be followed by an *interrogation* point.

10. What sentences should be followed by an exclamation point?

A. Every sentence which expresses surprise, sorrow, pain, or any strong emotion.

11. "Good children obey their parents." Why does *good* commence with a *capital* letter?

A. Because *good* is the first word of the sentence.

12. Why is *parents* followed by a *period*?

A. Because the sentence neither asks a question, nor utters an exclamation.

13. When I say, "Good parents loving their children," is the sense complete?

A. It is not.

14. Why is not the sense complete?

A. Because nothing is either asserted or asked respecting "*good parents*."

15. Is the expression a sentence?

A. It is not.

16. Why is it not?

A. Because it does not make complete sense.

17. Will you tell me which of the following expressions are, and which are not sentences?

1st. Good children obey their parents.

2d. Children not obedient to their parents.

3d. Are good children obedient to their parents?

4th. Are good children their parents?

5th. The clouds have dispersed.

6th. The storms of winter are over.

- 7th. A flock of wild geese over the barn.
 8th. A snow-storm among the mountains.
 9th. How narrow and muddy the streets are!
 10th. Can you understand the lesson?
 11th. How brightly the sun shines!
 12th. What strange beings we are!

MODEL.

"Good children obey their parents."

This is a sentence, because it is an expression which makes complete sense.

"Good" commences with a capital letter, because it is the first word of the sentence.

The sentence is followed by a *period*, because it neither asks a question, nor utters an exclamation.

LESSON III.

EXERCISES ON SENTENCES.

1. Will you fill the blanks of the following expressions with one or more words, which will make them sentences?

- 1st. The black horse — the barn.
 2d. The gray squirrel — the tree.
 3d. The moon — last evening very brightly.
 4th. The soldiers — bravely.
 5th. Do you — the lesson of yesterday.
 6th. — heard the man —.
 7th. The wind — to-day.
 8th. He — not — to me.
 9th. Is not — the noblest — ?
 10th. How — that — should use — !

MODEL.

"The black horse — the barn."

The black horse *is in* the barn.

2. Will you write five sentences which should be followed by a *period*?

MODEL.

"William has gone to the city."

This expression is a sentence, because it makes complete sense.

It should be followed by a *period*, because it neither asks a question, nor utters an exclamation.

3. Will you write five sentences which should be followed by an *interrogation point* ?

MODEL.

"Are you pleased with the study of grammar ?"

This expression makes complete sense, and is, therefore, a sentence. It should be followed by an *interrogation point*, because it asks a question.

4. Will you write five sentences which should be followed by an *exclamation point* ?

MODEL.

"How careless the boy is !"

This expression makes complete sense, and is, therefore, a sentence. It expresses surprise, and should, therefore, be followed by an *exclamation point*.

5. Will you write five expressions which are not sentences ?

MODEL.

"The grass growing rapidly."

This expression does not make complete sense, and is not, therefore, a sentence.

LESSON IV.

OF THE SUBJECT AND THE PREDICATE.

1. Will you write on your slates the expression,

"The sheep are grazing" ?

2. Why does *the* commence with a capital letter ?

3. Should the first word of an expression, which is not a sentence, begin with a capital letter ?

A. It should. The first word of every chapter, letter, note, sentence, expression, or series of words, should begin with a capital letter.

4. Is the expression, "*The sheep are grazing*," a sentence ?

5. Why is it a sentence ?

6. By what pause should the sentence be followed ?

7. Why should it be followed by a period ?

8. Should the period be used in any other cases ?

A. The period should be placed after every sentence, expression, series of words, and word, which is final, and does not ask a question, nor utter an exclamation ; and also after every abbreviation.

9. What is an abbreviation?

A. One or more letters standing for a word or phrase, is an abbreviation; as, M. for Marquis; Mr. for Mister.

10. When I say, "*The sheep are grazing*," of what does the sentence speak?

A. The sentence speaks of "*the sheep*."

11. Which words express what is said of the sheep?

A. The words "*are grazing*."

12. What are the words of which any sentence speaks called?

A. The *subject*.

13. What are the words called which express what is said of the subject?

A. The *predicate*.

14. Of how many principal parts, then, must every sentence consist?

A. Of two parts.

15. Why must every sentence consist of two parts?

A. Because in every sentence there must be some person or thing about which we speak, and something that is said about that person or thing.

16. Which of these do we call the *subject*?

A. The person or thing about which the sentence speaks.

17. Which do we call the *predicate*?

A. That which is said or asked of the subject.

18. In the sentence, *The sun is shining*, what is the subject, and why?

A. *The sun* is the subject, because the sentence speaks of the sun.

19. What is the *predicate*, and why?

A. *Is shining* is the predicate, because it is that which is said of the sun.

20. Which is the *subject*, and which the *predicate* in the following examples?

1st. The girls are singing.

2d. How strange that we should be proud!

3d. Boys should be prompt.

4th. The snow is a foot deep.

5th. Does the man cultivate the ground?

6th. Will idle girls make useful women?

7th. Not a cloud obscured the setting sun.

MODEL.

"The girls are singing."

This expression makes complete sense, and is, therefore, a sentence; and its first word, *the*, begins with a capital letter. It neither asks a question, nor utters an exclamation, and is, therefore, followed by a period.

The *subject* is "*the girls*," because they are the persons of whom the sentence speaks.

The *predicate* is "*are singing*," because this is what is said of "*the girls*."

LESSON V.

EXERCISE ON THE PRECEDING LESSONS.

1. Write on your slates, while I write on the board:

The former Governor of Pa., Andrew G. Curtin, has been called "The Soldier's Friend."

2. Is this expression a sentence? Why?

3. What is the *subject*? Why?

4. What is the *predicate*? Why?

5. Why is the sentence followed by a period?

6. Why is a period placed after Pa.?

7. What other abbreviation in the sentence?

8. What pause follows the letter G? Why?

9. Why does the first word commence with a capital letter?

10. Why do Pa. and Andrew G. Curtin?

A. Because all proper names of persons, places, rivers, towns, etc., should commence with a capital letter?

11. Why are the first letters of "*Governor*" and "*The Soldier's Friend*" capitals?

A. Because all *titles of office, honor, and distinction*, should begin with a capital letter.

12. When I say *ran away*, is the expression a sentence?

A. It is not.

13. Why is it not a sentence?

A. Because it does not make complete sense.

14. In what respect is it deficient?

A. It has no subject.

15. How do you know this?

A. Because there is no person or thing of which "*ran away*" is said.

16. Will you supply a subject?

A. "*The horses ran away.*" "*The boy,*" "*the thieves,*" etc.

17. What is now the subject? and why?

18. What is the predicate? and why?

19. Will you supply subjects for each of the following predicates?

1st. — are mowing in the meadow.

2d. Has — been driven very hard?

3d. How dull — is!

4th. — draw the plough and wagon.

- 5th. — are far away.
 6th. — has gone to visit her friends.
 7th. — loves his parents.
 8th. — should be respectful to their teacher.
 9th. — grow in the forest.
 10th. — hop, and jump, and skip.

MODEL.

“ — are mowing in the meadow.”

The men are mowing in the meadow.

20. Will you supply predicates for each of the following subjects?

- 1st. Henry and his sister —
 2d. The horses —
 3d. George Washington —
 4th. Most of the countries of Europe —
 5th. The members of this class —
 6th. The Eastern Hemisphere —
 7th. The desire for fame —
 8th. My father and mother —
 9th. Parents —
 10th. Children —

MODEL.

“ Henry and his sister — ”

Henry and his sister *are members of the “Soldiers’ Orphans’ School.”*

21. Will you separate by a vertical line the subject from the predicate, in each of the following examples?

- 1st. Truth is the mightiest of weapons.
 2d. The Christian religion is from heaven.
 3d. Memory is a retributive faculty.
 4th. James found a new coat.
 5th. Henry’s brother was absent from home.

MODEL.

“ Truth is the mightiest of weapons. ”

Truth | is the mightiest of weapons.

Sub.

Pred.

LESSON VI.

OF CAPITAL LETTERS.

1. What is the *general rule* respecting the use of capital letters?
A. No word should begin with a capital letter, unless required by one of the following specific rules.
2. What is the first *specific Rule*.
A. The first word of every book, chapter, section, sentence, letter, note, and writing, should begin with a capital.
3. What is Rule II.?
A. Every important word in the title of a book, chapter, lesson, section, etc., should begin with a capital.
4. What is Rule III.?
A. Every word written as the first of two or more words, or standing alone, should begin with a capital.
5. What is Rule IV.?
A. The first word of every line of poetry should begin with a capital.
6. What is Rule V.?
A. Names, titles, and attributes of the Deity, should begin with a capital letter.
7. What is Rule VI.?
A. Proper names of persons, places, rivers, mountains, seas, etc., should begin with a capital letter.
8. What is Rule VII.?
A. Names of animals and things, when *personified*, should begin with a capital letter.
9. What is Rule VIII.?
A. Names of special importance or significance, should begin with a capital letter.
10. What is Rule IX.?
A. Adjectives derived from proper names should begin with a capital letter.
11. What is Rule X.?
A. Titles of office, honor, or respect, should begin with a capital letter.
12. What is Rule XI.?
A. The pronoun I, the interjection O, and letters used as numerals, should always be capitals.
13. What is Rule XII.?
A. Most abbreviations should be expressed by capital letters.
14. What is Rule XIII.?
A. The names of the sciences, of the days of the week, and of the months and seasons of the year, should begin with a capital letter.

LESSON VII.

EXERCISE ON THE CAPITAL LETTERS.

1. Write the following sentences ; tell which of the words should begin with capitals ; and give the Rule for each.

1st. in the beginning god created the heavens and the earth.

2d. the poorest beggar, if a christian, is richer than the wealthiest monarch, who does not serve his maker.

3d. in the national fifth reader, of watson and parker's series, published by a. s. barnes and co., new york, are many extracts and sketches, which are among the choicest gems of english literature.

4th. marcius willson's series of readers, published by harper and brothers, franklin square, new york, is a grand museum into which are gathered some of the choicest specimens of science and art.

5th. charles anthony, ll. d., for many years professor of the latin language in the university of new york, was one of the most learned classical scholars of america.

6th. on wednesday last, which, by the way, was the 22d of august, i was reading in "longfellow's hiaiwatha," the chapter entitled "the famine."

7th. lieut. gen. u. s. grant, who in our recent struggle triumphed over the hosts of the rebellion, is now candidate for the presidency of the united states. may he, if elected, be as true to the interests of the nation, as was george washington, our first president.

LESSON VIII.

OF THE ANALYSIS OF A SENTENCE.

1. What is the meaning of Analysis?

A. The separation of anything into its parts, or elements.

2. What is meant by the analysis of a sentence?

A. Its separation into *subject* and *predicate*, and the further separation of each of them, into *essential* and *modifying* words.

3. What is the first step in the analysis of a sentence?

A. To state that it is a sentence, and why.

4. What is the second step?

A. To name the subject, and tell why it is the subject.

5. What is the third step?

A. To name the predicate, and tell why it is the predicate.

6. Will you illustrate these steps by analyzing the following sentence; viz., "*The girls are diligent.*"

A. "The girls are diligent," is a sentence, because it is an expression which makes complete sense.

Its subject is, "*the girls*," because they are the persons of whom the sentence speaks.

Its predicate is, "*are diligent*," because this is what is said of "*the girls*."

The first word, *the*, begins with a capital letter, agreeably to Rule I., "The first word," etc.

The sentence is followed by a period, because, etc.

7. Will you analyze the following sentence?

"*On Sabbath, I saw Jane at Bloomsburg.*"

A. This expression is a sentence, because it makes complete sense.

Its subject is *I*, because *I* represents the person who speaks.

Its predicate is, "*saw Jane at Bloomsburg on Sabbath*," because this is what is said of *I*.

On begins with a capital, agreeably to Rule I.

Sabbath begins with a capital, agreeably to Rule XIII.

I is a capital letter, agreeably to Rule I.

Jane and *Bloomsburg* begin with capitals, agreeably to Rule VI.

The sentence is followed by a period, because, etc.

8. Will you analyze in like manner each of the following sentences?

1st. John is a good student.

2d. Mary went to her home in Boston last week.

3d. The birds of the air have nests.

4th. Grammar is a very interesting and useful study.

5th. Henry, and his sisters Jane and Mary, attend school.

6th. Janette has gone to visit her cousins in Baltimore.

7th. Harriet is more industrious than Maria.

8th. William has gone to see the monster steamship, the Great Eastern.

9th. Hon. Thaddeus Stevens, of Pennsylvania, is no more.

10th. Hon. Charles R. Buckalew, M. C., from Penn'a, is at his home.

LESSON IX.

EXERCISES ON THE WRITING AND ANALYSIS OF SENTENCES.

1. What is a sentence?

2. What is meant by the *analysis* of a sentence?

3. Will you write three sentences about a *horse*?

4. Will you write three sentences about a *dog*?
5. Will you write three sentences about your *home*?
6. Will you write three sentences about your *school*?
7. Will you write three sentences about *Washington*?

MODEL.

"Three sentences about a *horse*."

1st. My father's horse is very gentle and kind.

2d. Her name is Pet, and a great pet she is.

3d. Is not the horse a noble animal?

8. Why are the first and second sentences followed by a period?
9. Why is the third followed by an interrogation point?
10. What are the rules for the use of capital letters?
11. Will you give the complete analysis of each sentence.
12. Will you write, point, and analyze five sentences, about any of the objects you have seen to-day?

13. What is Rule I. for using a period?

A. Every sentence which is neither *interrogative* nor *exclamatory*, should be followed by a period.

14. What is Rule II.?

A. Every expression, phrase, and series of words, which neither asks a question, nor utters an exclamation, should be followed by a period.

15. What is Rule III.?

A. A period should be placed after every word standing alone, and after every abbreviation.

16. What capitals should be used in writing the following expressions, and what pauses should follow them.

1st. hon samuel p bates state historian harrisburg

2d. corn potatoes wheat rye and oats were exhibited by mr maynard

3d. have you seen the home of james bennet esq

4th. boys girls chickens and cows

5th. disinterestedness

LESSON X.

OF ESSENTIAL AND MODIFYING WORDS.

1. When I say, "Trees grow during the Summer," of what do I speak?

A. Of "*trees*."

2. What do I say of trees?

A. I say "*trees grow*."

3. When do I say trees grow?

A. "*During the Summer.*"

4. Is the expression, "Trees grow during the Summer," a sentence?

5. Why is it a sentence?

6. What is the subject?

7. What is the predicate?

8. What are the *essential* words of this sentence?

A. *Trees grow.*

9. Why are these called *essential* words?

A. Because if either of them were omitted, the sentence would be destroyed.

10. Which words are not essential?

A. *During the Summer.*

11. Why are not these words essential?

A. Because the sentence would not be destroyed, if they were omitted.

12. What are such words called?

A. The words which are not essential are called "*modifying* words."

13. Which are *essential*, and which are *modifying* words in the sentence, "*Trees grow during the Summer*"?

A. "*Trees grow*" are the *essential* words, and "*during the Summer*" are the *modifying* words.

14. When several modifying words are connected together, what do they form?

A. They form a *modifying phrase*.

15. Illustrate the difference between a *modifying word* and a *modifying phrase*.

A. When I say, "The trees of the forest grow during the Summer," the first word, "*the*," is a *modifying word*; the words, "*of the forest*," form a *modifying phrase*; and the words, "*during the Summer*," form another *modifying phrase*.

16. What do the essential subject, and the words and phrases which modify it, form?

A. They form the *complete subject*.

17. What do the essential predicate, and the words and phrases which modify it, form?

A. They form the *complete predicate*.

18. Will you give the *analysis* of the sentence, "*The trees of the forest grow during the Summer*"?

A. "*The trees of the forest grow during the Summer*" is a sentence, because it is an expression which makes complete sense.

Its complete subject is, "*The trees of the forest*;" and its complete predicate, "*grow during the Summer.*"

The essential subject is "*trees*;" and the essential predicate, "*grow.*" "*The*" is a modifying word; "*of the forest*," and "*during the Summer*," are modifying phrases.

The begins with a capital letter, agreeably to Rule I., etc.

Summer begins with a capital letter, agreeably to Rule XIII.

The sentence is followed by a period, agreeably to Rule I., "Every sentence," etc.

LESSON XI.

EXERCISE ON THE ESSENTIAL AND COMPLETE SUBJECT AND PREDICATE.

1. When I say, "*The sun shines brightly*," is the expression a sentence?

2. Why?

3. What is the *complete subject*?

4. What is the *complete predicate*?

5. What is the *essential subject*?

6. What is the *essential predicate*?

7. Which are the *modifying words*?

8. What word is modified by "*the*"?

A. The essential subject, *sun*.

9. What word is modified by "*brightly*"?

A. The essential predicate, "*shines*."

10. When the essential subject is not modified, what is the complete subject?

A. It is the same as the essential subject.

11. When the essential predicate is not modified, what is the complete predicate?

A. It is the same as the essential predicate.

12. Illustrate this.

A. When I say, "*Boys play*," the *complete*, as well as the *essential* subject is *boys*; and the *complete* as well as the *essential* predicate is *play*; but when I say, "*Bad boys play in school*," the *complete* subject is "*bad boys*," and the *complete* predicate, "*play in school*."

13. In the sentence, "James, the boy from the city, is studying," what is the subject, and what the predicate?

A. The *complete* subject is, "*James, the boy from the city*," and the *essential* subject, "*James*." The *complete*, as well as the *essential* predicate is, "*is studying*."

14. Does the modifying phrase, "*The boy from the city*," form a part of the subject, or the predicate?

A. It is a part of the subject, and modifies the essential subject, "*James*."

15. Why is James modified by this phrase?

A. Because the phrase explains which James is meant.

16. Will you analyze the sentence?

A. The expression, "*James, the boy from the city, is studying,*" makes complete sense, and is, therefore, a sentence.

Its complete subject is, "*James, the boy from the city,*" and its essential subject, "*James.*"

The predicate, both complete and essential, is, "*is studying.*"

James begins with a capital, agreeably to both Rules I. and V.

The sentence is followed by a period, agreeably to Rule I.

17. Will you analyze each of the following sentences?

1st. Wisdom is better than rubies.

2d. The fear of the Lord is the beginning of wisdom.

3d. The boys of this class are trying to learn.

4th. The girls of the school love to be neat and clean.

5th. Every opportunity for gaining knowledge should be improved.

6th. Can you remember the lessons already studied?

7th. How long have you been in the school?

18. What is Rule I. for using the interrogation point?

A. Every sentence which asks a question should be followed by an interrogation point; as, Who are you? Where are you going? When will you return?

19. What is Rule II.?

A. Every expression, phrase, or word, which asks a question, should be followed by an interrogation point; as, Where now? What? Why?

20. What is Rule I. for using the exclamation point?

A. Every sentence which expresses surprise, contempt, or strong emotion, should be followed by an exclamation point; as, How warm it is to-day! How strange that it should happen!

21. What is Rule II.?

A. Every expression, phrase, or word, which gives utterance to strong emotion, should be followed by an exclamation point; as, How strange! Hush! Alas! Ah me! Oh, dear!

22. Analyze also the following sentences:

1st. How pleasant it is to visit our friends!

2d. Have the boys studied faithfully?

3d. What vanity is stamped on everything here!

4th. Henry, the doctor's son, has won the premium.

5th. This example closes the eleventh lesson.

LESSON XII.

CLASSIFICATION OF WORDS. PARTS OF SPEECH.

1. Of what does every sentence consist?
A. Of *words*.
2. Do all words have the same meaning?
A. They do not.
3. What difference have you noticed in this respect?
A. Some words are the names of persons or things; some describe the qualities, or state the actions of persons or things; some connect other words together, etc.
4. Do all the words of a sentence have the same importance and use?
A. They do not.
5. What difference have you noticed in this respect?
A. Some are essential, and others are modifying words; some words belong to the subject, and others to the predicate, etc.
6. On account of these differences, how are words divided in grammar?
A. Into several classes, called "The Parts of Speech."
7. How many "*parts of speech*" have we in our language?
A. We have eight classes, or *Parts of Speech*.
8. What are the names of these classes?
A. 1st, Nouns; 2^d, Adjectives; 3^d, Pronouns; 4th, Verbs; 5th, Adverbs; 6th, Prepositions; 7th, Conjunctions; 8th, Interjections.
9. What words are nouns?
A. All names of persons, places, and things; and all words that represent anything of which we can speak or think.
10. Will you give some examples of nouns?
A. *John, man, woman, house, Susan, Mary, New York*, etc., are nouns.
11. What words are adjectives?
A. All words which answer either of the three questions: How many? Which one? or, What kind of?
12. Will you give some examples of adjectives?
A. *This, that, some, one, two, good, great*, etc., are adjectives.
13. What words are pronouns?
A. Words which stand for nouns to prevent their repetition.
14. Will you give some examples of pronouns?
A. *I, thou, he, she, it, who, which*, etc., are pronouns.
15. What words are verbs?
A. All words which tell what the nouns do, or which make an assertion, ask a question, or utter an exclamation.

16. Will you give some examples of verbs?

A. *Grow, walk, study, write, is, do*, etc., are verbs.

17. What words are adverbs?

A. All words which answer either of the questions: How? Why? When? Where? How long? etc., are adverbs.

18. Will you give some examples of adverbs?

A. *Nobly, then, now, while, when*, etc., are adverbs.

19. What words are prepositions?

A. Every word which introduces an adjunct phrase, is a preposition.

20. What is an *adjunct phrase*?

A. A phrase which supplies the place of an adjective or an adverb, and whose principal word is a noun or a pronoun.

21. Will you give examples of *adjunct phrases*?

A. In the house, before the gate, under the box, at the door, etc., are *adjunct phrases*.

22. Which words in these phrases are *prepositions*?

A. *In, before, under, and at*, are prepositions.

23. What words are conjunctions?

A. All words whose only office is to connect other words and sentences together.

24. Will you give some examples of conjunctions?

A. *And, if, though, than, therefore*, etc., are conjunctions.

25. What words are interjections?

A. All words whose object is to express emotion or surprise.

26. Will you give some examples of interjections?

A. *Ah, alas, hurrah, pshaw, O*, etc., are interjections.

LESSON XIII.

EXERCISE ON THE PARTS OF SPEECH.

1. When I say, "*Trees grow*," what part of speech is *trees*?

A. "*Trees*" is a *noun*.

2. Why is "*trees*" a noun?

A. Because it is the name of a class of plants.

3. What part of speech is "*grow*"?

A. "*Grow*" is a *verb*.

4. Why is "*grow*" a verb?

A. Because it tells what the trees do.

5. When I say, "*The horse is lame and blind*," what part of speech is each of the several words?

A. "*The*" tells *which* horse, and is, therefore, an *adjective*.

"*Horse*" is the *name* of an animal, and, therefore, a *noun*.

"*Is*" makes an *assertion*, and is, therefore, a *verb*.

"*Lame*" tells *what kind of* a horse, and is, therefore, an *adjective*.

"And" *connects* lame and blind, and is, therefore, a *conjunction*.

"Blind" tells *what kind of* a horse, and is, therefore, an *adjective*.

6. Will you name the parts of speech in the following sentence?

"How many, alas! of the bright and fondly cherished hopes of youth, find their realization in an early grave!"

A. "How" answers the question *how*, and is, therefore, an *adverb*.

"Many" answers the question *how many*, and is an *adjective*.

"Alas!" *expresses sorrow*, and is, therefore, an *interjection*.

"Of" *introduces an adjunct phrase*, and is a *preposition*.

"The" tells *which* hopes, and is, therefore, an *adjective*.

"Bright" tells *what kind of* hopes, and is an *adjective*.

"And" *connects* bright and cherished, and is a *conjunction*.

"Fondly" shows *how* cherished, and is an *adverb*.

"Cherished" tells *what kind of* hopes, and is an *adjective*.

"Hopes" is the *name of a class of sentiments*, and is a *noun*.

"Of" *introduces an adjunct phrase*, and is a *preposition*.

"Youth" is the *name of a period of life*, and is a *noun*.

"Find" tells *what the hopes do*, and is a *verb*.

"Their" is a word *standing for the noun hopes*, and is, therefore, a *pronoun*.

"Realization" is a *name*, and, therefore, a *noun*.

"In" *introduces an adjunct phrase*, and is a *preposition*.

"An" tells *which* grave, and is an *adjective*.

"Early" tells *what kind of* a grave, and is an *adjective*.

"Grave" is the *name of a vault for the dead*, and is a *noun*.

7. How many parts of speech have we found in this sentence?

8. How many, and which words are nouns?

9. How many, and which are adjectives?

10. How many, and what pronoun?

11. How many, and what verb?

12. How many, and what adverbs?

13. How many, and what prepositions?

14. How many, and what conjunctions?

15. How many, and what interjection?

16. Will you, in like manner, name the part of speech of each word in the following sentences?

1st. The young cat is chasing a string.

2d. The old cat lies in the corner.

3d. The white cow jumped out of the pasture into the meadow.

4th. The man walked through the house, into the garden.

5th. Corn, potatoes, beans, and peas, grow in the garden.

6th. Wheat, rye, and oats, grow in the field.

7th. Horses draw the plough and carriage.

8th. Boys and girls are usually fond of play.

9th. Life is short, and every moment should be improved.

LESSON XIV.

OF GRAMMATICAL SYMBOLS. SYMBOLS OF THE PARTS OF SPEECH.

1. What is a symbol?
A. A symbol is a figure, mark, or sign, employed to suggest or indicate some object or person.
2. What is a Grammatical Symbol?
A. A mark, figure, or letter, employed to designate the different parts of speech, or to indicate their relations.
3. How many classes of grammatical symbols are there?
A. Three classes.
4. What is the first class?
A. Symbols of the *Parts of Speech*.
5. What is the second class?
A. Symbols of *Relation*.
6. What is the third class?
A. Symbols of *Analysis*.
7. What was said to be the first class of symbols?
A. Symbols of the *parts of speech*.
8. What is the symbol of a *noun*?
A. An equilateral triangle with its vertex upward; thus, $\triangle$
9. What is the symbol of an *adjective*?
A. The same as of a noun, without the base; thus, $\wedge$
10. What is the symbol of a *pronoun*?
A. The same as of a noun, divided by a vertical line into two equal parts; thus, $\triangleleft$
11. What is the symbol of a *verb*?
A. A small square; thus, $\square$
12. What is the symbol of an *adverb*?
A. The same as of a verb, without the base; thus, $\sqcap$
13. What is the symbol of a *preposition*?
A. A semicircle whose arc is above the horizontal diameter; thus, $\bigcirc$
14. What is the symbol of a *conjunction*?
A. A semicircle whose arc is below the horizontal diameter; thus, $\bigcirc$
15. What is the symbol of an *interjection*?
A. A small circle; thus, $\circ$
16. In designating the parts of speech, where should each symbol be placed?
A. Directly under the word of which it is the symbol.

17. Will you apply these symbols so as to indicate the part of speech of each word in the following sentences? viz. :

- 1st. The boys are playing in the street.
- 2d. How sweetly the birds sing in the grove!
- 3d. The trees of the forest are covered with foliage.
- 4th. The mountain is steep and rugged.
- 5th. The horses are prancing in the meadow.

MODEL.

“The boys are playing in the street.”

△ △ □ ▭ △ △

18. Will you symbolize, and also analyze the following sentences?

- 1st. The leaves, the grass, and the flowers, should severally remind us of the goodness of God, and of our obligations to obey Him in all things.
- 2d. Life's best lessons are learned from experience.
- 3d. How many persons fail to be happy!
- 4th. Time once past, never returns.
- 5th. No person is always free from pain and care.
- 6th. I can learn my lessons in Grammar.
- 7th. Lessons from nature may be learned every day.
- 8th. The man from New York visited the Home.
- 9th. Boys should love to work, as well as play.

LESSON XV.

OF NOUNS. PROPER AND COMMON NOUNS.

1. What words are nouns?

A. All names of persons, places, or things; and all words that represent any thing of which we can speak or think.

2. Will you mention two nouns, the names of persons?

3. Will you mention two nouns, which are the names of places?

4. Will you mention two nouns, the names of animals?

5. Will you mention two nouns, the names of objects?

6. What difference do you notice among these nouns?

A. That some nouns are the names of a single person, place, or thing, and some are names of whole classes of persons or things.

7. Illustrate this.

A. When I say, “*George is a good boy,*” *George* is the name of one, and only one person; but the term *boy* belongs to every male child in the school, the town, and the State.

8. What do we call those nouns which are the name of only *one* person or thing?

A. We call them *proper* nouns.

9. What do we call those nouns which are the name of a class of objects.

A. Nouns which represent a class of persons or things, are called *common* nouns.

10. What kind of noun is George? Why? Susan? Mary?

11. What kind of noun is boy? girl? woman? house?

12. How then are nouns divided?

A. Nouns, according to the objects which they represent, are divided into two great classes.

13. What are these classes called?

A. Proper nouns, and common nouns.

14. What nouns are proper?

A. All nouns which are the particular name of only one person, place, or thing.

15. How many classes of words are comprised under proper nouns?

A. Three classes.

16. What are they?

A. 1st. All names of persons; as, John, Susan, Henry, etc.

2d. All names of countries, islands, towns, rivers, etc.

3d. The names of the days of the week, and of the months of the year.

17. What nouns are common?

A. All nouns which denote a class of persons, places, or things, to any one of which it may be applied; as, boy, town, river, etc.

18. Why are man, woman, town, river, etc., common nouns?

A. Because there are many men, women, etc., to any one of which the name may be applied.

19. Symbolize the words of the following sentences, and then analyze them.

1st. John, Charles, and their sisters, are in town.

2d. The city of New York is the metropolis of America.

3d. The Grand Divisions of the Earth are Europe, Asia, Africa, North America, South America, and Oceanica.

4th. The United States are bounded North by British America.

5th. Who first sailed around the world?

20. Which nouns in each sentence are proper, and which common?

21. What pause follows John?

A. A comma.

22. By what rule?

A. Rule I. Three or more words having the same construction should be separated from each other by commas.

23. What other commas are made by the same Rule?

A. The comma after Charles in the first sentence, and after the several words, Europe, Asia, Africa, etc., in the third.

24. Analyze, symbolize, and mark with pauses, the following sentence:

Truth light peace and joy shall fill the earth from north to south from east to west.

LESSON XVI.

EXERCISE ON PROPER AND COMMON NOUNS.

1. Will you fill the blanks of the following sentences with appropriate nouns?

1st. — and his — went to the — to purchase —.

2d. The — was moving slowly, when the — occurred.

3d. My — is very poor, and my — shows it.

4th. — bought a — at the — and carried it to his —.

5th. The — of the — are rapidly passing.

MODEL.

“1st. — and his — went to the — to purchase —.”

Henry and his father went to the city to purchase goods.

2. Will you analyze each of these sentences?

3. Will you symbolize the words?

4. State which nouns are proper, and which common?

5. Will you write two sentences, each containing a proper noun?

6. Will you write two sentences, each containing a common noun?

7. Write two sentences, each containing two proper, and two common nouns.

8. Analyze and symbolize the sentences you have written.

9. Fame, wealth, and honors, are vain in the hours of calamity and sorrow. Why does fame commence with a capital letter?

10. What pause after sorrow? Why?

11. What pause after fame? Why?

12. What pause after wealth? Why?

13. Analyze and symbolize the following sentences:

1st. *Truth, duty*, should be our watchword.

2d. Charles and Joseph are brothers.

3d. Life, health, all our blessings come from God.

14. By what Rule is a comma placed after truth?

A. Two words the same part of speech, if not connected by a conjunction, should be separated by a comma.

15. Should a comma be placed after Charles in the second sentence?

A. There should not.

16. Why not?

A. Because Charles and Joseph are connected by and.

LESSON XVII.

PROPERTIES OF NOUNS. GENDER.

1. What words are nouns?
2. Into how many classes are nouns divided?
3. What nouns are *proper*?
4. What nouns are *common*?
5. Name two *proper* nouns.
6. Name two *common* nouns?
7. How many properties have nouns?
- A. Nouns have four properties: viz., Gender, Person, Number, and Case.
8. What is the meaning of the word Gender?
- A. Gender means sex.
9. What do we mean by the *Gender of nouns*?
- A. Whether they are the names of males or females.
10. How many genders have nouns?
- A. Nouns have two genders; viz., The masculine gender, and the feminine gender.
11. What nouns are of the masculine gender?
- A. All nouns which are the names of males.
12. Give examples of the masculine gender.
- A. Father, son, boy, George, etc., are of the masculine gender.
13. What nouns are of the feminine gender?
- A. All nouns which are the names of females.
14. Give examples of the feminine nouns.
- A. Mother, daughter, girls, Jane, etc.
15. Of what gender, then, are all names of males?
16. Of what gender are all names of females?
17. Of what gender are such nouns as *bird*, *robin*, *squirrel*, etc.?
- A. Of the masculine or feminine gender.
18. Why?
- A. Because the word "*bird*" may represent either a male or a female of its kind; so also, robins, squirrels, etc.
19. Of what gender are such nouns as birds, robins, squirrels, etc.?
- A. Of the masculine and feminine gender.
20. Why?
- A. Because the word "*birds*" includes both males and females of its kind; so also, robins, squirrels, etc.

21. Of what gender are such nouns, as house, stone, etc.?
A. They have no gender.
22. What nouns have no gender?
A. All names of objects which are neither male nor female; that is, All nouns which are not the names of animals have no gender.
23. Which are the nouns in the following sentences?
1st. Joseph and his brother attend school.
2d. The horse and cow are in the barn.
3d. Susan is playing with her kitten and doll.
4th. Charles harnessed his dog to a wagon.
5th. Henry saw a squirrel run up a tree.
6th. The horses, cows, and pigs, are in the field.
24. Which of these nouns are proper, and which, common?
25. What is the gender of each?
26. Will you analyze the sentences, and symbolize their words?

LESSON XVIII.

PROPERTIES OF NOUNS. PERSON.

1. What do we mean by *person*?
A. That property by which we distinguish the noun, as the name of the person who is speaking, spoken to, or spoken of.
2. How many persons have nouns?
A. Nouns have three persons, called, respectively, the first, the second, and the third persons.
3. When is a noun of the first person?
A. When it is the name of the person who is speaking.
4. When is a noun of the second person?
A. When it is the name of a person, animal, or thing spoken to.
5. When is a noun of the third person?
A. When it is the name of a person, animal, or thing spoken of.
6. Give an illustration of the *first person*.
A. I, *Andrew G. Curtin*, the Governor of Pennsylvania, do issue this, my Proclamation. Here, *Andrew G. Curtin* is of the *first person*.
7. Give an illustration of the *second person*.
A. The teacher said, "*Henry*, study your lesson."
Here, *Henry* is of the second person.
8. Give an illustration of the *third person*.
A. Susan was playing with the cat, when her father called her.
Here, *Susan*, *cat*, and *father* are of the third person.
9. Will you mark the words of the following sentences with the appropriate symbols?

- 1st. William and his mother were in town yesterday.
 - 2d. I, the mother of James and Charles Wilson, do testify.
 - 3d. Mary, remember the lessons I have taught you.
 - 4th. Jane said, Brother Henry, will you go with me to the city?
 - 5th. Do not forget, my son, to call at the office.
 10. Which of the nouns are proper, and which common?
 11. What is the gender of each? Why?
 12. What is the person of each? Why?
 13. Will you analyze the sentences?
 14. Will you write a sentence containing a noun of the first person?
 15. Will you write a sentence containing a noun of the second person?
 16. Will you write a sentence containing a noun of the third person?
 17. Will you analyze and symbolize the sentences you have written?
 18. What is the use of the commas in the 3d, 4th, and 5th examples above?
- A. To separate the *name*, or *title*, by which a person is directly addressed, from the rest of the sentence.

LESSON XIX.

PROPERTIES OF NOUNS. NUMBER.

1. What do we mean by *number* as applied to nouns?
- A. That form of the noun, which shows whether *one* person or thing is meant, or more than one?
2. How many numbers have nouns?
- A. Nouns have two numbers, the *Singular* and the *Plural*.
3. What nouns are of the *singular* number?
- A. All nouns whose form indicates but *one* person or thing.
4. Give examples of *singular* nouns.
- A. *Harriet, man, horse, chair*, are *singular* nouns.
5. What nouns are of the *plural* number?
- A. All nouns whose form indicates *more than one* person or thing.
6. Give examples of *plural* nouns.
- A. *Girls, men, horses, chairs*, are *plural* nouns.
7. When we have a singular noun, how can we form its plural number?
- A. We can generally form the plural by annexing *s*, or *es*, to the singular.
8. What is the plural of *boy*?
- A. *Boys*.

9. How is it formed?
A. By annexing *s* to the singular.
10. What is the plural of *box*?
A. *Boxes*.
11. How is it formed?
A. By annexing *es* to the singular.
12. Will you form the plural of the following nouns?
Table, bench, book, tree, clock, house, door, dish, spoon, plate, knife, stone, desk.
13. When we have a plural noun, how can we obtain the singular form?
A. We can generally obtain the singular form, by dropping *s*, or *es*, from the plural.
14. What is the singular of *boys*?
A. *Boy*.
15. How is it obtained?
A. By dropping *s*, the ending of the plural.
16. What is the singular of *churches*?
A. *Church*.
17. How is it formed?
A. By dropping *es*, the plural ending.
18. What is the singular of the following nouns?
Foxes, glasses, duties, cats, dogs, spoons, horses, apples, cherries, pencils.
19. What is the plural of *man*?
A. *Men*.
20. What is the plural of *mouse*?
A. *Mice*.
21. What is the plural of *goose*?
A. *Geese*.
22. What may we infer from these examples?
A. That some nouns do not form their plurals by annexing *s*, or *es*, to the singular.
23. How are such plurals said to be formed?
A. They are said to be formed *irregularly*.

LESSON XX.

EXERCISE ON GENDER, PERSON, AND NUMBER.

1. Will you fill the blanks of the following sentences with appropriate nouns?
 - 1st. My — and — have gone to — to pick —.
 - 2d. I, — the Queen of — do accept your —.
 - 3d. — go to your — and study your —.
 - 4th. — the — of the — was a —.

5th. The — and — are in the — eating —.

6th. If the — expects the — of his — he must act justly.

MODEL.

“ My — and — have gone to the — to pick —.”

My *teachers* and *schoolmates* have gone to the *mountains* to pick *berries*.

2. Will you analyze the sentences, and give the Rules for the use of the capital letters?

3. Will you symbolize the words, and tell why they are nouns, adjectives, verbs, etc.?

4. State which of the nouns are proper, and which common; also, the gender, person, and number of each.

5. Write a sentence containing three nouns of the masculine gender.

6. Write a sentence containing three nouns of the feminine gender.

7. Write a sentence containing three nouns having no gender.

8. Write a sentence containing one noun of the masculine gender, one of the feminine, and one of no gender.

9. Write a sentence containing a noun of the first person.

10. Write a sentence containing a noun of the second person.

11. Write a sentence containing a noun of the third person.

12. Write a sentence containing a noun of the singular number.

13. Write a sentence containing a noun of the plural number.

14. Write four sentences containing, respectively, the following nouns:

1st. Girl, door, meadow, grass, flowers.

2d. Sheep, pasture, hill-side, dog, brook.

3d. Morning, orange, breakfast, sister.

4th. Hen, ducks, river, valley, trees, flowers, rocks, bushes, birds.

LESSON XXI.

PROPERTIES OF NOUNS. CASE.

1. What is meant by the *case of nouns*?

A. By *Case* is meant the relation which nouns have to the other words of a sentence.

2. In how many relations may nouns stand to other words?

A. In *four* relations; hence, they have four cases, called, respectively, the *Nominative*, the *Possessive*, the *Objective*, and the *Independent*.

3. When is a noun in the *nominative* case?

A. Whenever a noun is the *subject* of a verb, or a sentence, it is in the *nominative* case.

4. Give examples of the *nominative* case.

A. When I say, "*Trees grow*," *trees* is the subject, and is, therefore, in the *nominative* case. So in the sentences, "*Birds fly*," "*Henry studies*," "*Jane is writing*," — "*Birds*," "*Henry*," and "*Jane*," are in the *nominative* case.

5. When is a noun in the *possessive* case?

A. When it limits another noun, denoting its possession, origin, or relation.

6. How may the *possessive* case be generally known?

A. By its ending with an *apostrophe and the letter s*.

7. Give examples of the *possessive* case.

A. When I say, *John's hat*, *John's* limits *hat*, denoting whose hat, and is, therefore, in the *possessive* case. So in the expressions, "*Henry's coat*," "*Mary's book*," — "*Henry's*" and "*Mary's*" are in the *possessive* case.

8. When is a noun in the *objective* case?

A. When a noun follows and depends on a *transitive verb* or a *preposition*, it is in the *objective* case.

9. Give examples of nouns in the *objective* case.

A. When I say, "*The dog is chasing the cat*," *cat* follows and depends on the verb "*is chasing*," and is, therefore, in the *objective* case. So in the sentences, "*Charles struck Henry*," "*Mary recited her lesson*," "*Henry*" and "*lesson*" are in the *objective* case.

10. Give examples of the *objective* case after a preposition.

A. When I say, "*Father is not in the house*; he went to the barn," "*house*" and "*barn*" depend, respectively, on the prepositions "*in*" and "*to*," and are, therefore, in the *objective* case.

11. When is a noun in the *independent* case?

A. Whenever a noun forms no part of either the subject, or the predicate, of a sentence, it is in the *independent* case.

12. Give examples of the *independent* case.

A. When I say, "*John, sit up*," *John* forms no part of either the subject, or the predicate of the sentence, and is, therefore, in the *independent* case. So in the sentences, "*Jane being weary, we will go and leave her*," "*The Bible, it is the best of books*," — *Jane* and *Bible* are in the *independent* case.

LESSON XXII.

PARSING OF NOUNS. NOMINATIVE CASE.

1. What is meant by *Parsing*?

A. To parse a word is to name its *part of speech*, and its several *properties* and *relations*.

2. What should be told in parsing a noun?

A. First, that it is a noun, and whether proper or common; second, its gender, if it have any; third, its person; fourth, its number; fifth, its case; and sixth, its Rule of Syntax.

3. What Rule of Syntax should be given when we parse a noun which is the subject of a verb, or a sentence?

A. Rule I. The *subject* of a verb, or a sentence, must be in the *nominative* case.

4. Will you parse the word "*birds*" in the sentence, "Birds fly"?

A. "*Birds*" is a common noun, of the masculine and feminine gender, third person, and plural number; it is here the subject of the verb fly, and is, therefore, in the *nominative* case; agreeably to Rule I.

The subject of a verb, or a sentence, must be in the *nominative* case.

5. Why is "*birds*" a noun?

6. Why is "*birds*" a common noun?

7. Why of the masculine and feminine gender?

8. Why of the third person?

9. Why of the plural number?

10. What is the singular of "*birds*"?

11. How is the plural formed?

12. Why is *birds* the subject of fly?

13. Will you analyze the following sentences?

1st. Foxes dig holes in the earth.

2d. The birds of the air have nests.

3d. A wise man shuns danger.

4th. The stage was filled with passengers.

5th. Did you see the moon last night?

14. Will you designate the words by their symbols?

15. Which nouns are subjects?

16. Name the gender, person, number, and case of each.

17. Parse the subject of each sentence.

LESSON XXIII.

PARSING OF NOUNS. POSSESSIVE CASE.

1. When is a noun in the *Possessive* case?
A. When it limits another noun, denoting its *possession, origin,*
or *relation.*
2. How is the *possessive* case of singular nouns formed?
A. The possessive singular is generally formed by annexing an
apostrophe and the letter *s*, to the nominative singular.
3. What is the possessive singular of "*boy*"?
A. *Boy's.*
4. What is the possessive singular of "*girl*"?
A. *Girl's.*
5. What is the possessive singular of "*brother*"?
A. *Brother's.*
6. Will you write on the board the nominative and possessive
singular of the following nouns? viz., Man, book, father, mother,
sister, son, daughter, Mary, John.

MODEL.

Nominative, Man.
Possessive, Man's.

7. How is the possessive case of the plural number formed?
A. If the nominative plural ends in *s*, the possessive plural is
formed by annexing the apostrophe only to that case; but if the
nominative plural does not end in *s*, the possessive plural annexes
the apostrophe and *s*.
8. What is the nominative plural of father?
A. Fathers.
9. What is the possessive plural?
A. The nominative plural ends in *s*, therefore, we annex the
apostrophe only, making the possessive plural, "*fathers'.*"
10. Will you write on the board the nominative and possessive
cases, of both the singular and plural numbers of the following
nouns? viz., Gentleman, lady, husband, wife, landlord, woman,
bride, merchant.

MODEL.

Nom. Gentleman.
Pos. Gentleman's.

Nom. Gentlemen.
Pos. Gentlemen's.

11. What Rule should be given when we parse a noun in the
possessive case?

A. Rule III. A noun which limits another noun, denoting its origin, possession, or relation, must be in the possessive case.

12. Will you parse *John's* in the sentence, "John's book is lost"?

A. *John's* is proper noun, of the masculine gender, third person, and singular number; it here limits the noun *book*, denoting whose book, and is, therefore, in the possessive case; agreeably to Rule III., "A noun which limits another noun, denoting its origin, possession, or relation, must be in the possessive case."

13. Will you parse *book*?

A. *Book* is a common noun, of the third person, and singular number; it is here the subject of the verb *is* lost, and is, therefore, in the nominative case; agreeably to Rule I., "The subject of a verb," etc.

14. Will you analyze and symbolize each of the following sentences?

1st. Amanda's cap is torn.

2d. Ellen's pencil is lost.

3d. Mary's dress is ragged.

4th. Maggie's pencil scratches.

5th. Minnie's head is too low.

6th. Norman's hair is long.

7th. Charles's boots are rough.

8th. Mary's eyes are not black.

9th. Mattie's eyes are black.

15. Will you give the Rules for capital letters, and for the pauses in each sentence?

16. Will you parse all the nouns?

17. Will you fill the blanks of the following sentences with nouns?

1st. Henry's — stole — book.

2d. — mother went to see Jennie's —.

3d. Can — visit — ?

4th. Have — seen my — ?

LESSON XXIV.

PARSING OF NOUNS. OBJECTIVE CASE.

1. When is a noun in the *objective* case?

A. Whenever it follows, and depends on a *transitive verb* or a *preposition*.

2. What is a *transitive verb*?

A. When a verb makes complete sense of itself, it is *intransi-*

tive; but when it does not make complete sense without the addition of a noun, it is intransitive.

3. Will you illustrate this?

A. When I say, "The boys are playing," the sense is complete; "*are playing*" is, therefore, an *intransitive* verb; but when I say, "The boys have learned," the sense is not complete; "*have learned*" is, therefore, a *transitive* verb.

4. Can you place a noun after *have learned*, which will make the sense complete?

A. "The boys have learned *their lessons*."

5. In what case is *lessons*?

A. *Lessons* is in the objective case.

6. Why is *lessons* in the objective case?

A. Because it follows and depends on the transitive verb, "have learned."

7. What Rule should be given, when we parse a noun depending on a transitive verb?

A. Rule IV. A noun which follows and depends on a transitive verb, or a preposition, must be in the objective case.

8. Will you parse *lessons* in the sentence, "*The boys have learned their lessons*"?

A. *Lessons* is a common noun, of the third person, and plural number; it here follows and depends on the transitive verb, "*have learned*," and is, therefore, in the objective case; agreeably to Rule IV., "A noun which follows and depends on a transitive verb, or a preposition, must be," etc.

9. Will you parse *Richmond* in the sentence, "*Gen. Grant captured Richmond*."

A. *Richmond* is a proper noun, of the third person, and singular number; it here follows and depends on the transitive verb captured, and is, therefore, in the objective case; agreeably to Rule IV., "A noun which follows," etc.

10. Will you parse *house* in the sentence, "*My father is in the house*."

A. *House* is a common noun, of the third person, and singular number; it here follows and depends on the preposition "*in*," and is, therefore, in the objective case; agreeably to Rule IV., "A noun," etc.

11. Will you analyze and symbolize each of the following sentences?

1st. Jane's mother has gone to visit her friends in the country.

2d. My brother is studying geometry.

3d. Christopher Columbus discovered America.

4th. Mary's dog tore Fannie's frock.

5th. The academy is surrounded by trees.

6th. Is not the house of my father under the hill?

12. Will you parse all the nouns in the first sentence.
13. Why is Jane's a proper noun?
14. Why is mother a common noun?
15. Why are these nouns of the feminine gender?
16. Will you write two sentences, each containing a transitive verb?
17. Will you write two sentences, each containing an intransitive verb?
18. Write two sentences, each containing an objective after a preposition.
19. Will you fill the blanks in the following sentences with appropriate nouns?
- 1st. ——— wrote a ——— to her ———.
- 2d. ——— sent him to ———.
- 3d. My ——— is at the ———.
- 4th. I must go to ——— and hear the ———.
- 5th. The ——— ran to ——— and was lost.
20. Will you analyze these sentences?
21. Will you symbolize the words, and parse the nouns?

LESSON XXV.

EXERCISES ON THE CASES OF NOUNS.

1. When I say, "*Mary put on the desk*," is the sense complete?
A. It is not.
2. Will you put in one or more words, which will make it complete?
A. "*Mary put her book on the desk.*"
3. What kind of verb is *put*?
A. Put is a *transitive* verb.
4. Why is put a *transitive* verb.
A. Because it does not make complete sense without the addition of a noun.
5. What noun did you add to complete the sense?
A. The noun book.
6. In what case is book?
A. Book is in the objective case.
7. Will you parse book?
A. Book is a common noun, of the third person, and singular number; it here follows and depends on the transitive verb put, and is, therefore, in the objective case; agreeably to Rule IV., "A noun which follows and depends on a transitive verb, or a preposition, must be in the objective case."
8. What relation is the noun so used said to sustain to the verb?
A. It is said to be the *object* of the verb.
9. What is the object of put?

A. The noun *book*.

10. When I say, "*William struck Henry's dog*," in what case is *William*?

A. *William* is in the *nominative* case.

11. Why is *William* in the *nominative* case?

A. Because it is the subject of the verb *struck*.

12. In what case is *Henry's*?

A. *Henry's* is in the *possessive* case.

13. Why is *Henry's* in the *possessive* case?

A. Because it limits the noun *dog*, denoting whose dog.

14. In what case is *dog*?

A. *Dog* is in the *objective* case.

15. Why is *dog* in the *objective* case?

A. Because it follows and depends on the transitive verb *struck*.

16. Will you parse *William*?

17. Will you parse *Henry's*?

18. Will you parse *dog*?

19. Will you analyze and symbolize the sentence?

20. Will you indicate by the proper symbols the part of speech of each word in the following sentences?

1st. James went into the house.

2d. William led the horse into the stable.

3d. How the wind is blowing from the north!

4th. Susan milked the cows, and cooked the supper.

5th. Did Charles ride the horse to the pond?

6th. Anna dislikes the study of grammar.

7th. Sallie's geography has gone to the winds.

8th. What a vexation Mary's arithmetic is to her.

9th. Maggie's hat and shawl are lying on the floor.

10th. How many lessons have you learned?

21. Will you analyze each sentence and parse the nouns?

MODEL.

"James went into the house."

△ □ ∪ ∧ △

This is a sentence because it makes complete sense.

The essential subject is *James*; and as this is unmodified, *James* is also the complete subject.

The essential predicate is *went*; this is modified by the adjunct phrase, "into the house." The complete predicate is, therefore, "*went into the house*."

"*James*" commences with a capital letter, agreeably to Rule I., etc.

The sentence is followed by a period, agreeably to Rule I., etc.

"James" is a noun, because it is the name of a person.

"Went" is a verb, because it tells what James did.

"Into" is a preposition, because it introduces an adjunct phrase.

"The" is an adjective, because it tells which house.

"House" is the name of an object, and is, therefore, a noun.

"James" is a proper noun, of the masculine gender, third person, and singular number; it is here the subject of the verb went, and is, therefore, in the nominative case; agreeably to Rule I., "The subject," etc.

"House" is a common noun, of the third person, and singular number; it here follows and depends on the preposition into, and is, therefore, in the objective case; agreeably to Rule IV., "A noun which follows and depends on a transitive verb, or a preposition, must be in the objective case."

LESSON XXVI.

PARSING OF NOUNS. OBJECTIVE OF TIME, Etc.

1. When I say, "*William came home last week*," what does the noun *week* show?

A. The *time* when he came home.

2. When I say, "*Mary was absent three days*," what does the noun *days* show?

A. *Duration*, or how long she was absent.

3. When I say, "*The ship sailed north*," what does the noun *north* show?

A. *Direction*, or which way she sailed.

4. In the sentence, "*The bridge is three hundred yards long*," what does the noun *yards* denote?

A. *Extension*, or how long the bridge is.

5. In what case are the nouns, week, days, north, and yards, in these sentences?

A. They are in the objective case.

6. What Rule should be given in parsing them?

A. Rule VII. Nouns denoting time, duration, direction, extension, number, weight, and valuation, though not depending on a transitive verb, or a preposition, must be in the objective case.

7. Will you parse *week* in the sentence, *William came home last week*?

A. *Week* is a common noun, of the third person, and singular number; it here denotes time, and is, therefore, in the objective case; agreeably to Rule VII., "Nouns denoting time, duration, direction, extension, number, weight, and valuation, though not depending on a transitive verb, or a preposition, must be in the objective case."

8. Will you parse *home* in the same sentence?

A. *Home* is a common noun, of the third person, and singular number; it here denotes direction, and is, therefore, in the objective case; agreeably to Rule VII., "Nouns," etc.

9. Will you analyze each of the following sentences, and designate the parts of speech by their symbols?

1st. Jennie went away last week.

2d. Father has been in the West three months.

3d. The brook is twenty miles long.

4th. Charlesette will come home next month.

5th. The ox weighed one thousand pounds.

6th. The house is worth two thousand dollars.

10. Will you parse all the nouns in these sentences?

11. Will you write sentences, containing, respectively, the following words?

1st. House, home, boy, girls, window.

2d. Mary, week, brother, table, book.

3d. Father, miles, store, home, evening.

4th. Boys, pond, water, fish, bridge.

5th. Hattie, chairs, letter, mother, shoes, money.

LESSON XXVII.

PARSING OF NOUNS. INDEPENDENT CASE.

1. When is a noun in the *independent* case?

A. Whenever it forms no part of either the subject, or the predicate of a sentence.

2. In *how many ways* may a noun be in the *independent* case?

A. In *four* ways.

3. What is the *first*?

A. By *direct address*; that is, as being the name, or title of the person or thing directly addressed.

4. Give an example of the independent case by *direct address*.

A. When I say, "John, you may read 'Goodrich's History of the United States,'" *John* is the name of the person spoken to, or directly addressed, and is, therefore, in the *independent* case.

5. What Rule should be given in the parsing of John?

A. Rule X. The name of a person or thing directly addressed, must be in the *independent* case.

6. Will you parse *John*?

A. *John* is a proper noun, of the masculine gender, second person, and singular number; it is here the name of the person

directly addressed, and is, therefore, in the *independent* case; agreeably to Rule XI., "The name of a person or thing directly addressed, must be in the independent case."

7. What is the *second* way in which a noun may be in the independent case?

A. By *exclamation*.

8. Give an example of the independent case by exclamation.

A. "*Gracious heavens! What do I see!*" In this expression, "*Gracious heavens*" is an *exclamation*, and the noun *heavens* is in the *independent* case.

9. What Rule should be given in parsing "*heavens*"?

A. Rule XII. A noun used as an exclamation, or a part of an exclamation, must be in the *independent* case.

10. Will you parse "*heavens*"?

A. "*Heavens*" is a common noun, of the third person, and plural number; it is here used as an *exclamation*, and is, therefore, in the independent case; agreeably to Rule XII., "A noun used as an exclamation, or a part of an exclamation, must be in the independent case."

11. What is the *third* way in which a noun may be in the independent case?

A. By *pleonasm* — or the use of more words than are required to express the thought.

12. Give an example of the independent case by pleonasm.

A. When I say, "The *fathers*, where are they?" the expression is a pleonasm, and *fathers* is in the independent case.

13. How might the same thought be expressed in fewer words?

A. By asking, "*Where are the fathers?*"

14. Why is the pleonasm used?

A. To make the expression more emphatic and impressive.

15. What Rule should be given in parsing "*fathers*"?

A. Rule XIII. A noun used as a pleonasm must be in the independent case.

16. Will you parse "*fathers*"?

A. "*Fathers*" is a common noun, of the masculine gender, third person, and plural number; it is here used as a *pleonasm*, and is, therefore, in the independent case; agreeably to Rule XIII., "A noun used as a pleonasm must be in the independent case."

17. What is the *fourth* way in which a noun may be in the independent case?

A. By being *joined with a participle*.

18. What is a participle?

A. A word having the meaning of a verb, and the construction of a noun or adjective.

19. Give examples of participles.

A. Loving, hating, crying, studying, etc., are participles.

20. Give an example of a noun in the independent case with a participle.

A. When I say, "*The war being finished, the soldiers were discharged,*" the noun *war* is joined with the participle "*being finished,*" and is in the independent case.

21. What Rule should be given in parsing "*war*"?

A. Rule XIV. A noun joined with a participle, and forming no part of either the subject or the predicate of a sentence, must be in the independent case.

22. Will you parse "*war*"?

A. "*War*" is a common noun, of the third person, and singular number; it is here joined with the participle "*being finished,*" and is, therefore, in the independent case; agreeably to Rule XIV., "A noun joined with a participle," etc.

LESSON XXVIII.

EXERCISES ON THE INDEPENDENT CASE.

1. When I say, "*Charles, what are you doing?*" in what case is *Charles*?

A. "*Charles*" is in the *independent* case.

2. Why is "*Charles*" in the independent case?

A. Because it is the name of the person directly addressed.

3. Why is "*Charles*" followed by a comma?

A. Because the name or title by which a person or thing is addressed, should be separated from the rest of the sentence by commas.

4. When I say, "*Oh! the pain, the bliss of dying!*" in what case are "*pain*" and "*bliss*"?

A. They are in the *independent* case.

5. Why are they in the independent case?

A. Because they are used as a part of an exclamation.

6. Why are exclamation-points written after *oh* and *dying*?

7. Why is a comma written after *pain*?

8. When I say, "*The prophets, do they live forever?*" in what case is *prophets*?

A. In the *independent* case.

9. Why is "*prophets*" in the *independent* case?

A. Because the noun, "*prophets,*" is used as a pleonasm.

10. Why is a comma written after *prophets*?

A. Because a word or phrase used as a pleonasm, must be separated from the rest of the sentence by commas.

11. When I say, "*The horses being weary, the men walked up the hill,*" in what case is *horses*?

A. *Horses* is in the *independent* case.

12. Why is it in the independent case?
A. Because it is joined with a participle.
13. Why is a comma written after weary?
A. Because a noun and participle so joined as to form no part of either the subject or the predicate of a sentence, must be separated from the rest of the sentence by commas.
14. Will you analyze the following sentences, and symbolize the words of each?
1st. Mary, have you recited your lesson?
2d. Charles, bring me the slate and pencil.
3d. Harriet, you should wear your bonnet and shawl.
4th. The Falls of Niagara, are they not grand and sublime?
5th. Our early days, how we love to call them back!
6th. "Peter being sick, his father left him at home."
15. Will you parse all the nouns?
16. Write two sentences, each containing a noun in the independent case by direct address.
17. Write two sentences, each containing a noun in the independent case by exclamation.
18. Write two sentences, each containing a noun in the independent case by pleonasm.
19. Write two sentences, each containing a noun in the independent case by being joined with a participle.
20. Will you analyze, symbolize, and parse these sentences?

LESSON XXIX.

OF THE DECLENSION OF NOUNS.

1. How many ways have we of determining the case of a noun?
A. *Two* ways.
2. What is the *first*?
A. By considering, as we have done, whether it is the subject or object; that is, by its *position* or *construction*.
3. What is the *second*?
A. By the *form* or *termination* of the word.
4. Do all the cases of nouns have a different form?
A. They do not.
5. What cases are alike in the singular number?
A. The *nominative*, *objective*, and *independent* cases are alike.
6. Which case is unlike the others?
A. The *possessive* case.
7. Are the cases of the plural number like the same cases of the singular?

A. All the plural cases are unlike the same cases of the singular.

8. What cases of the plural number are alike?

A. The *nominative*, *objective*, and *independent* cases are alike.

9. What case of the plural number is unlike the others?

A. The *possessive* case.

10. How do we form the possessive case of the singular number?

11. How do we form the nominative case of the plural number?

12. How do we form the possessive case of the plural number?

13. By what name is this change of ending called?

A. It is called the *Declension of Nouns*.

14. When, then, I ask you to *decline a noun*, what do I mean?

A. To name its different cases.

15. Will you decline boy? also girl?

A. SINGULAR.	PLURAL.	SINGULAR.	PLURAL.
<i>Nom.</i> Boy,	Boys,	<i>Nom.</i> Girl,	Girls,
<i>Pos.</i> Boy's,	Boys'	<i>Pos.</i> Girl's,	Girls',
<i>Obj.</i> Boy,	Boys,	<i>Obj.</i> Girl,	Girls,
<i>Ind.</i> Boy;	Boys.	<i>Ind.</i> Girl;	Girls.

16. Will you write the declension of the following nouns ; viz., teacher, pupil, man, woman, child, son, daughter, parent, sister, brother, father, king, queen, mother, city, town, house?

LESSON XXX.

OF THE NOMINATIVE CASE AFTER AN INTRANSITIVE VERB.

1. What is an *intransitive* verb?

A. An intransitive verb is one which makes complete sense, without the addition of a noun as its object.

2. Are intransitive verbs ever followed by a noun?

A. A few intransitive verbs are frequently followed by a noun.

3. What is generally the use of this noun?

A. To represent some *quality*, *attribute*, or *function* of the subject.

4. Give examples of this.

A. "God is *Love*." "Truth is the most powerful *weapon*."
"Jesus Christ is our *Redeemer*." Here, *Love*, *weapon*, and *Redeemer*, follow the intransitive verb *is*.

5. When nouns are thus used to represent a quality, attribute, or function of the subject, to what do they refer?

A. To the same person or thing as the subject.

6. In what case are the nouns *Love*, *truth*, and *Redeemer*?

A. They are in the nominative case.

7. How is this case distinguished from the case of the subject?

A. It is called the *predicate nominative*.

8. What Rule should be given when we parse a *predicate nominative*?

A. Rule V. A noun which follows an intransitive or a passive verb, which is not in the infinitive mood, and refers to the same person or thing as the subject of the verb, must be in the nominative case.

9. Will you parse "*Love*" in the sentence "*God is Love*"?

A. "*Love*" is a common noun, of the third person, and singular number; it here follows the intransitive verb *is*, and refers to the same person as the subject, "*God*," and is, therefore, in the nominative case; agreeably to Rule V., "A noun which follows an intransitive or a passive verb, that is not in the infinitive mood, and refers to the same person or thing as the subject of the verb, must be in the nominative case."

10. Will you parse "*weapon*" in the sentence, "*Truth is the most powerful weapon*"?

A. "*Weapon*" is a common noun, of the third person, and singular number; it here follows the intransitive verb *is*, and refers to the same thing as the subject, *Truth*, and is, therefore, in the nominative case; agreeably to Rule V., "A noun," etc.

11. Will you analyze and symbolize the following sentences?

1st. God is the Creator of all things.

2d. Mary is a diligent student.

3d. Jane will become a good scholar.

4th. Hannah must not be a deceitful girl.

5th. Emily is the best scholar in the class.

12. Will you parse all the nouns in these examples?

LESSON XXXI.

OF THE OBJECTIVE CASE AFTER INTRANSITIVE VERBS.

1. Does the noun which follows an intransitive verb, always refer to the same person or thing as the subject?

A. It does not.

2. Give examples of this.

A. "*He* slept his last *sleep*." "*Joseph* dreamed a *dream*." "*Let me* die the *death* of the righteous." Here, the nouns "*sleep*," "*dream*," and "*death*," which follow the intransitive verbs, do not have any reference to the subjects.

3. Do they represent any quality, attribute, or function of the subject?

A. They do not.

4. What is their use?

A. By repeating the meaning of the verb, to give it emphasis or intensity.

5. In which case are "*sleep*," "*dream*," and "*death*"?

A. In the objective case.

6. What Rule should be given when we parse such nouns?

A. Rule VIII. A noun which follows an intransitive verb, and does not refer to the same person or thing as the subject, must be in the objective case.

7. Will you parse "*sleep*" in the sentence, "*He slept his last sleep*"?

A. "*Sleep*" is a common noun, of the third person, and singular number; it here follows the intransitive verb *slept*, and does not refer to the same person as the subject, *he*, and is, therefore, in the objective case; agreeably to Rule VIII., "A noun which follows an intransitive verb, and does not refer to the same person or thing as the subject, must be in the objective case."

8. Parse *dream* in the sentence, "*Joseph dreamed a dream*."

9. "*Let me die the death of the righteous*." Parse "*death*."

10. Does the noun which follows an intransitive verb in the objective case, always repeat the meaning of the verb?

A. It does not. Its meaning is sometimes entirely unlike that of the verb.

11. Give examples of this.

A. "The very streams ran *blood*." "The multitude laughed *Jesus* to scorn." "A bad boy can scarcely look his *teacher* in the face." Here, "*blood*," "*Jesus*," and "*teacher*," have a meaning entirely different from that of the verbs on which they depend.

12. Will you parse "*blood*" in the sentence, "*The very streams ran blood*"?

A. *Blood* is a common noun, of the third person, and singular number; it here follows the intransitive verb "*ran*," and does not refer to the same thing as the subject, "*streams*," and is, therefore, in the objective case; agreeably to Rule VIII., "A noun which follows an intransitive verb, and does not refer to the same person or thing as the subject, must be in the objective case."

13. "The multitude laughed *Jesus* to scorn." Analyze this sentence.

14. Will you parse *multitude*?

15. Will you parse *Jesus*?

16. Will you parse *scorn*?

17. Will you symbolize all the words?

18. Will you analyze the following sentences?

1st. Bunyan's pilgrim ran the race to glory.

- 2d. Voltaire died an awful death.
 3d. The ancient prophets dreamed many dreams.
 4th. A guilty boy will not look his mother in the face.
 5th. They laughed the boy to scorn.
19. Will you symbolize all the words?
 20. Will you parse the nouns?
 21. How many Rules have you now learned?
 22. What is Rule I.?
 23. What is Rule III.?
 24. What is Rule IV.?
 25. What is Rule V.?
 26. What is Rule VII.?
 27. What is Rule VIII.?
 28. What is Rule XI.?
 29. What is Rule XII.?
 30. What is Rule XIII.?

LESSON XXXII.

OF NOUNS IN APPPOSITION.

1. When I say, "*Mr. Rogers, the merchant, went to the city last week,*" is the expression a sentence?
 2. Why is it a sentence?
 3. What is the *essential*, and what the *complete* subject? and why?
 4. What is the *essential*, and what the *complete* predicate? and why?
 5. Who went to the city?
 A. Mr. Rogers.
 6. Which Mr. Rogers went to the city?
 A. Mr. Rogers, the *merchant*.
 7. Why is the noun, *merchant*, added to Mr. Rogers?
 A. To explain or show which Mr. Rogers is meant.
 8. For what purpose is a noun thus used, added to the noun which precedes it?
 A. It is added to the preceding noun to identify or explain it.
 9. What other name is often given to this?
 A. The noun so added, is said to be in *apposition* with the noun which precedes it.
 10. In what case must the noun in apposition be?
 A. In the same case as the noun which it identifies or explains.
 11. What Rule should be given when we parse a noun in *apposition*?

A. Rule VI. "A noun which is added to another noun to identify or explain it, must be in the same case as that noun."

12. Will you parse *merchant*, in the sentence, "*Mr. Rogers, the merchant, went to the city.*"

A. "*Merchant*" is a common noun, of the masculine gender, third person, and singular number; it is here added to the noun, *Mr. Rogers*, which is in the nominative case, to identify or explain it, and is, therefore, in the *nominative* case; agreeably to Rule VI., "A noun, which is added to another noun to identify or explain it, must be in the same case as that noun."

13. In what case is *doctor*, in the sentence, "*I left the book at Johnson's, the doctor.*"

A. *Doctor* is in the *possessive* case.

14. Why is *doctor* in the *possessive* case?

A. Because *Johnson's*, the noun which it identifies or explains, is in the *possessive* case.

15. Why is a comma placed before the expressions, the merchant, the doctor, and also after "the merchant"?

A. Because a word or phrase in apposition, should be separated from the rest of the sentence by commas.

16. In the sentence, "*He spoke to Harry, the boy from the city,*" in what case is *boy*?

A. In the *objective* case.

17. Why is "*boy*" in the *objective* case?

A. Because *Harry*, the noun which it identifies, is in the *objective* case.

18. Will you parse *boy*?

A. *Boy* is a common noun, of the masculine gender, third person, and singular number; it is here added to the noun *Harry*, which is in the *objective* case, to identify or explain it, and is, therefore, in the *objective* case; agreeably to Rule VI., "A noun which is added to another noun," etc.

19. Will you analyze and symbolize the following sentences?

1st. Henry Clay, the renowned statesman, and brilliant orator, has passed away.

2d. Napoleon, the Emperor of France, was for a time the terror of Europe.

3d. Mary, Queen of Scots, was an unfortunate woman.

4th. Have you seen Mr. Holt, the secretary?

5th. Call at the studio of Jones, the artist.

20. Will you parse all the nouns?

LESSON XXXIII.

OF ADJECTIVES.

1. What is an *adjective* ?
A. Any word which describes or limits a noun, and is not itself a noun, is an *adjective*.
2. Give examples of *adjectives*.
A. When I say, "*The* man," "*good* houses," "*long* years," "*three* dollars," the words *the*, *good*, *long*, and *three*, are adjectives.
3. How may adjectives be known ?
A. By their answering one of the three questions, *What kind of ? Which one ? How many ?*
4. Into how many classes may adjectives be divided ?
A. Into two classes ; viz., *descriptive* and *restrictive adjectives*.
5. What are *descriptive* adjectives ?
A. All adjectives which answer the question, *What kind of ?*
6. Give examples of descriptive adjectives.
A. *Good*, *bad*, *large*, *small*, *high*, etc., are *descriptive* adjectives ; as, "*A good* man," "*A large* house," etc.
7. What are *restrictive* adjectives ?
A. All adjectives which answer either of the questions—*Which one ?* or *How many ?* are *restrictive* adjectives.
8. Give examples of *restrictive* adjectives.
A. *The*, *this*, *that*, *all*, *some*, *one*, *two*, *first*, *second*, etc., are *restrictive* adjectives ; as, *this* book, *two* men, etc.
9. In parsing an adjective, what should we tell ?
A. What kind of an adjective, the noun which it qualifies or limits, and the Rule of Syntax.
10. What Rule should be given ?
A. Rule XV. Adjectives belong to the nouns which they qualify or limit.
11. Will you parse "*good*" in the sentence, "*Good* children obey their parents" ?
A. *Good* is a *descriptive* adjective, qualifying the noun *children*, and, therefore, belonging to *children* ; agreeably to Rule XV., "*Adjectives belong to the nouns which they qualify or limit.*"
12. Will you parse *this*, in the sentence, "*This* book was printed in Boston." ?
A. "*This*" is a *restrictive* adjective, limiting the noun *book*, and, therefore, belonging to *book* ; agreeably to Rule XV., "*Adjectives,*" etc.
13. Will you analyze, symbolize, and parse the following sentences, agreeably to the subjoined model ?

- 1st. "The tall trees bowed their heads to the blast."
 2d. A good time is coming.
 3d. The winter is cold and dreary.
 4th. The evening was dark and stormy.
 5th. The bright morning dawned on many happy children.
 6th. April showers are refreshing to nature.

MODEL.

"The tall trees bowed their heads to the blast."

△ △ △ □ △ △ ▭ △ △

This is a sentence, because it makes complete sense.

Its *complete* subject is, "*the tall trees*;" its *essential* subject, "*trees*."

Its *complete* predicate is, "*bowed their heads to the blast*;" its *essential* predicate, "*bowed*."

"*The*" begins with a capital letter, because it is the first word of a sentence.

"*Blast*" is followed by a period, agreeably to Rule I., etc.

"*The*" is an *adjective*, because it tells *which* trees.

"*Tall*" is an *adjective*, because it tells *what kind* of trees.

"*Trees*" is a *noun*, because it is the *name* of a class of objects.

"*Bowed*" is a *verb*, because it tells what the trees *did*.

"*Their*" stands for trees, and is a *pronoun*.

"*Heads*" is the name given to the tree-tops, and is a *noun*.

"*To*" introduces an adjunct phrase, and is a *preposition*.

"*The*" limits *blast*, and is an *adjective*.

"*Blast*" is a name, and therefore a *noun*.

"*The*" is a restrictive adjective, limiting the noun *trees*, and, therefore, belonging to *trees*; agreeably to Rule XV., "Adjectives," etc.

"*Tall*" is a descriptive adjective, qualifying the noun *trees*, and, therefore, belonging to *trees*; agreeably to Rule XV., "Adjectives," etc.

"*Trees*" is a common noun, of the third person, and plural number; it is here the subject of the verb *bowed*, and is, therefore, in the nominative case; agreeably to Rule I., "The subject," etc.

"*Heads*" is a common noun, of the third person, and plural number; it here follows and depends on the transitive verb *bowed*, and is, therefore, in the objective case; agreeably to Rule IV., "A noun," etc.

"*The*" is a restrictive adjective, limiting the noun *blast*, and, therefore, belonging to *blast*; agreeably to Rule XV., etc.

"*Blast*" is a common noun, of the third person, and singular number; it here follows and depends on the preposition *to*, and is, therefore, in the objective case; agreeably to Rule IV., etc.

LESSON XXXIV.

COMPARISON OF ADJECTIVES.

1. When I speak of "*perfect rest*," what kind of an adjective is *perfect*?

A. Perfect is a *descriptive* adjective.

2. Why is perfect a *descriptive* adjective?

A. Because it tells us what kind of rest.

3. When I say, "*A wise man*," what kind of an adjective is *wise*?

A. Wise is a *descriptive* adjective.

4. Why is *wise* a *descriptive* adjective?

A. Because it tells us what *kind* of man.

5. Does the adjective *perfect* denote a *variable*, or an *invariable* degree of quality?

A. *Perfect* denotes an *invariable* degree of quality.

6. Why?

A. Because if the "*rest*" is *perfect*, it can be neither more nor less, without changing it altogether; any variation would make it cease to be perfect.

7. Does the adjective "*wise*" denote a *variable*, or an *invariable* degree of quality?

A. "*Wise*" denotes a *variable* degree of quality.

8. Will you illustrate why?

A. When I say, "*A wise man*," there may be others who are *wiser*, and others still who are *less wise* than he.

9. In what sense, then, is *the man wise*?

A. When compared with the masses around him, he is a *wise* man.

10. Into what two classes, then, may descriptive adjectives be subdivided?

A. Into the following: viz.,

1st. Adjectives which express an *invariable* kind or degree of quality.

2d. Adjectives which express a *variable* kind or degree of quality?

11. Give examples of the *first* class.

A. *Round, square, cubical, perfect, endless*, etc.

12. Give examples of the *second* class.

A. *Good, wise, large, small, convenient*, etc.

13. In what way are these adjectives made to represent different degrees of quality?

A. By changing their form.

14. How many methods of changing the form have we?
A. Two methods.
15. What are these changes called?
A. Degrees of comparison.
16. How are adjectives compared according to the first method?
A. By placing a word before the adjective.
17. How are they compared according to the second method?
A. By annexing to the adjective another syllable.
18. What is the degree of quality expressed by the simple adjective, *called*?
A. It is called the *positive* degree.
19. Give examples of the *positive* degree.
A. *Good, wise, and great* are of the *positive* degree.
20. When one of two objects, or sets of objects, has a higher or a lower degree of quality than the other, what is the form of the adjective called?
A. It is called the *comparative* degree.
21. Give examples of the *comparative* degree.
A. "William is *taller* than John." "Anna is *more beautiful* than Jane." Here, *taller* and *more beautiful* are adjectives of the *comparative* degree.
22. When one of three or more persons, or things, is represented as having a higher degree of quality than either of the others, what is the form of the adjective called?
A. It is called the *superlative* degree.
23. Give examples of the *superlative* degree.
A. "Reuben is the *tallest* boy in school." "Ella is the *most studious* girl I know." Here, *tallest* and *most studious* are in the *superlative* degree.
24. Of what degree of comparison is each of the following adjectives; viz., *Good, wise, larger, more obedient, greatest, least*?

LESSON XXXV.

COMPARISON OF ADJECTIVES. FIRST METHOD.

1. How many methods are there of forming the Degrees of Comparison?
A. Two methods.
2. What is the first?
A. By placing a word before the positive.
3. What word do you place before the positive to form the comparative?
A. If we wish to express a *higher* degree of quality than the

positive, we place *more* before the positive; as, *more* lovely, *more* beautiful; but if we wish to express a *lower* degree of quality, we place *less* before the positive; as, *less* lovely, *less* beautiful.

4. What word do you place before the positive to form the superlative?

A. If we wish to express the *highest* degree of quality, we place *most* before the positive; as, *most* lovely, *most* beautiful; but if we wish to express the *lowest* degree of quality, we place *least* before the positive; as, *least* lovely, *least* beautiful.

5. What adjectives are compared by the first method?

A. All variable adjectives which are not monosyllables.

6. When we pass from the positive to the *highest* degree of quality, what is the comparison called?

A. Comparison by *superiority*.

7. Will you thus compare *obedient*?

A. Positive, *obedient*; comparative, *more obedient*; superlative, *most obedient*.

8. Compare *diligent*.

A. Positive, *diligent*; comparative, *more diligent*; superlative, *most diligent*.

9. Will you also compare the following; viz., *Grateful, studious, benevolent, happy, tranquil*?

10. When we pass from the positive to the *lowest* degree of quality, what is the comparison called?

A. Comparison by *inferiority*.

11. Will you thus compare *curious*?

A. Pos. *curious*; comp. *less curious*; sup. *least curious*.

12. Compare *crooked*.

A. Pos. *crooked*; comp. *less crooked*; sup. *least crooked*.

13. Compare, also, *famous, welcome, progressive, brilliant, interesting, amiable, dutiful*.

14. Compare *prosperous*, both by *superiority* and *inferiority*.

A. By superiority — Pos. *prosperous*; comp. *more prosperous*; sup. *most prosperous*.

By inferiority — Pos. *prosperous*; comp. *less prosperous*; sup. *least prosperous*.

15. Compare, also, the following; viz., *practical, earnest, quarrelsome, hateful, familiar*.

16. Should the degree of comparison be named when we parse a variable adjective?

A. It should; and the adjective should be compared, both by superiority and by inferiority.

17. Will you parse "*amiable*," in the sentence, "*Jane is an amiable girl*"?

A. *Amiable* is a descriptive adjective, and is compared as follows: By superiority — Pos. *amiable*; comp. *more amiable*; sup. *most amiable*. By inferiority — Pos. *amiable*; comp. *less amiable*;

sup. *least amiable*; it is here found in the positive degree, qualifying the noun *girl*, and it, therefore, belongs to *girl*; agreeably to Rule XV., "Adjectives belong to the nouns which they qualify or limit."

18. Will you analyze and symbolize the following sentences, and parse the nouns and adjectives?

1st. The diligent boy will have perfect lessons.

2d. The men were looking at the beautiful gardens.

3d. The happy child was like a sunbeam.

4th. The guilty boy is unhappy.

5th. The man was successful in every thing.

LESSON XXXVI.

COMPARISON OF ADJECTIVES. SECOND METHOD.

1. How many methods of comparison have we?

2. What is the first method?

3. What adjectives are compared by this method?

4. What is the second method?

A. In the second method, we form the comparative and superlative, by superiority, by annexing a syllable to the positive.

5. What do we annex to form the comparative?

A. If the positive ends in *e*, annex the letter *r*; as *wise*, *wiser*; but if the positive does not end in *e*, annex *er*; as, *great*, *greater*.

6. What is annexed to form the superlative?

A. If the positive ends in *e*, annex *st*; as, *wise*, *wisest*; but if the positive does not end in *e*, annex *est*; as, *great*, *greatest*.

7. What adjectives are compared by this method?

A. All *variable* adjectives which are *monosyllables*.

8. Will you compare *large*?

A. Pos. *large*; comp. *larger*; sup. *largest*.

9. Compare *high*.

A. Pos. *high*; comp. *higher*; sup. *highest*.

10. Compare, also, *wide*, *long*, *narrow*, *small*, *thick*, *warm*, *cold*, *sweet*, *sour*, *kind*.

11. Do any adjectives admit of comparison by both methods?

A. They do.

12. Into how many classes may these be arranged?

A. Into two classes.

13. What is the first class?

A. Adjectives of *two syllables ending in y*; as, *happy*, *lovely*, etc.; or in *le* after an *aspirate*, or *aspirate vocal*; as, *ample*, *able*, *noble*, etc.

14. What is the second class?

A. Adjectives of two syllables, having their accent on the second; as, *polite*, *discreet*, etc.

15. How do all these adjectives form their comparison by *inferiority*?

A. By prefixing *less* and *least* to the positive, as in the first method.

16. Will you compare *happy*?

A. By Superiority — Pos. *happy*; comp. *more happy*; sup. *most happy*; or, Pos. *happy*; comp. *happier*; sup. *happiest*.

By Inferiority — Pos. *happy*; comp. *less happy*; sup. *least happy*.

17. Compare, also, *lovely*, *able*, *noble*, *polite*, *austere*.

18. Are all variable adjectives compared by one of these methods?

A. They are not. The comparison of a few adjectives is irregular.

19. Will you compare good by superiority?

A. Pos. *good*; comp. *better*; sup. *best*.

20. Compare *bad*.

A. Pos. *bad*, *ill*, or *evil*; comp. *worse*; sup. *worst*.

21. Compare *little*.

A. Pos. *little*; comp. *less*; sup. *least*.

22. Compare *old*.

A. Pos. *old*; comp. *older* or *elder*; sup. *oldest* or *eldest*.

23. Compare *late*.

A. Pos. *late*; comp. *later*; sup. *latest* or *last*.

24. Will you fill the blanks of the following sentences, and then analyze and symbolize them, and parse the nouns and adjectives?

1st. ——— fears, loves, and serves his ———.

2d. ——— does not build his ——— on the ———.

3d. ——— was sitting by his ——— before ———.

of ———.

4th. ——— build their ——— on ———.

5th. ——— in ——— and they only shall see ———.

6th. ——— of ——— is ——— of ———.

MODEL.

“ ——— fears, loves, and serves his ———.”

A good man fears, loves, and serves his Creator.

25. Write two sentences, each containing a *restrictive* adjective.

26. Write two sentences, each containing a *descriptive* adjective.

27. Write two sentences, each containing an adjective in the *pos.* degree.

28. Write two sentences, each containing an adjective in the *comp.* degree.

29. Write two sentences, each containing an adjective in the *sup.* degree.

30. Write two sentences, each containing a *proper* and a *common noun*; also, an *adjective* of the *pos.*; one of the *comp.*; and one of the *sup.* degree.

LESSON XXXVII.

OF PRONOUNS.

1. What is a *pronoun*?

A. A word which supplies the place of a noun, is a pronoun.

2. Give an example of a pronoun.

A. When I say, "*James is idle, and he will not succeed,*" he is used to supply the place of James, and is a *pronoun*.

3. How many kinds of pronouns are there?

A. There are *three* kinds of pronouns, viz., *personal* pronouns, *relative* pronouns, and *interrogative* pronouns.

4. Which are the *personal* pronouns?

A. *I, thou, or you, he, she, and it,* are *personal* pronouns.

5. *Why* are these called *personal* pronouns?

A. Because their form determines their person.

6. Which is of the first person?

A. "*I*" is of the first person.

7. Which is of the second person?

A. "*Thou*" or "*you*" is of the second person.

8. Which are of the third person?

A. "*He,*" "*she,*" and "*it,*" are of the third person.

9. As pronouns are used instead of nouns, what properties should they have?

A. The same properties as nouns, viz., *gender, person, number, and case.*

10. Are pronouns declined?

A. They are.

11. Will you decline I?

A. SINGULAR.

Nom. I.

Pos. My or mine.

Obj. Me.

Ind. I or me.

PLURAL.

Nom. We.

Pos. Ours or our.

Obj. Us.

Ind. We.

12. Will you decline "thou" or "you"?

A. SINGULAR.

Nom. Thou or you.

Pos. Thy or thine, yours or your.

Obj. Thee or you.

Ind. Thou or you.

PLURAL.

Nom. Ye or you.

Pos. Yours or your.

Obj. You.

Ind. Ye or you.

13. In what case is I? me? us? we? our? my? ours? mine?

14. What is the case of thou? thee? ye? thy? your? thine? you? yours?

15. What is the person, number, and case of ye? we? I? thine? you? thee?

16. Will you decline *he*?

A. SINGULAR.

Nom. He.

Pos. His.

Obj. Him.

Ind. He.

PLURAL.

Nom. They.

Pos. Theirs or their.

Obj. Them.

Ind. They.

17. Will you decline *she*?

A. SINGULAR.

Nom. She.

Pos. Hers or her.

Obj. Her.

Ind. She.

PLURAL.

Nom. They.

Pos. Theirs or their.

Obj. Them.

Ind. They.

18. Will you decline *it*.

A. SINGULAR.

Nom. It.

• *Pos.* Its.

Obj. It.

Ind. It.

PLURAL.

Nom. They.

Pos. Theirs or their.

Obj. Them.

Ind. They.

19. In what person, number, and case is she? they? our? their? him? thee? them? us? its? theirs?

20. Will you mention the pronouns in the following sentences, and tell their person, number, and case?

1st. We are reciting our lesson.

2d. I saw her in her garden.

3d. Jane was invited by me to our party, for I think that she is a good girl.

4th. We met him in the street, looking for his pencil, which he had lost.

21. Will you symbolize these sentences?

LESSON XXXVIII.

PARSING OF PERSONAL PRONOUNS.

1. What is the Rule for the agreement of a pronoun?

A. Rule XVII. Pronouns must agree with the nouns for which they stand, in gender, person, and number; and in other respects must have the construction of a noun.

2. Should we give any other Rule in the parsing of a pronoun?

A. We should.

3. What other Rule should be given?

A. The same Rule as we would give, if parsing a noun in the same case.

4. How many things should be mentioned in parsing a pronoun?

A. Five things.

5. What are they?

1st. That it is a pronoun, and of what kind.

2d. The noun for which it stands.

3d. Its gender, person, and number.

4th. Rule XVII. for its agreement.

5th. Its case, and the Rule of construction.

6. Will you parse "*I*," in the sentence, "I am here"?

A. *I* is a personal pronoun, standing for the name of the person who is speaking, and, therefore, of the masculine or feminine gender, first person, and singular number; agreeably to Rule XVII., "Pronouns must agree with the nouns for which they stand in gender, person, and number; and in other respects must have the construction of a noun." It is here the subject of the verb *am*, and is, therefore, in the nominative case; agreeably to Rule I., "The subject of a verb or a sentence must be in the nominative case."

7. Why is *I* a pronoun?

A. Because it is a word which supplies the place of a noun.

8. Why is it a personal pronoun?

A. Because its form determines its person.

9. What is always the person of *I*?

A. *I* is always of the first person.

10. Will you decline *I*?

11. When I say, "*Thomas, thou art my brother*," how should *thou* be parsed?

A. *Thou* is a personal pronoun, standing for the noun *Thomas*, the name of the person spoken to; and is, therefore, of the masculine gender, second person, and singular number; agreeably to Rule XVII., "Pronouns must agree," etc.; it is here the subject of the verb "*art*," and is, therefore, in the nominative case; agreeably to Rule I., "The subject," etc.

12. Why is "*thou*" a pronoun?

13. Why is it a personal pronoun?

14. What is always the person of *thou*?

15. Will you decline *thou*?

16. Will you symbolize the words of the sentence, "*Thomas, thou art my brother*"?

A. Thomas, thou art my brother.

△ △△ □ △ △

17. What is the *subject* of this sentence?

18. What is the *predicate*?

19. What word is *independent*?

20. How should "*my*," in the same sentence, be parsed?

A. *My* is a personal pronoun, standing for the name of the person who is speaking, and is, therefore, of the masculine or feminine gender, first person, and singular number; agreeably to Rule XVII., "Pronouns must agree," etc. It here limits the noun *brother*, denoting whose brother, and is, therefore, in the possessive case; agreeably to Rule III., "A noun which limits another noun, denoting its origin, possession, or relation, must be in the possessive case."

21. Why is a comma placed after Thomas?

A. Because Thomas is the name of the person directly addressed.

LESSON XXXIX.

EXERCISE ON THE PERSONAL PRONOUNS.

1. Is the expression, "*left slates at homes*," a sentence?

A. It is not.

2. Why is it not?

A. Because it does not make complete sense.

3. Will you insert such words as will make it complete?

A. The *girls* left *their* slates at *their* homes.

4. What part of speech is *girls*?

5. What part of speech are the words *their* — *their*?

6. Will you symbolize the sentence?

7. What is the subject?

8. What is the predicate?

9. Will you parse the first *their*?

A. *Their* is a *personal pronoun*, standing for the noun *girls*, and is, therefore, of the feminine gender, third person, and plural number; agreeably to Rule XVII., "Pronouns," etc. It here limits the noun *slates*, denoting whose slates, and is, therefore, in the possessive case; agreeably to Rule III., etc.

10. Will you parse the second *their*?

11. Will you fill the blanks of the following sentences with pronouns?

1st. Jane loves ——— little brother, and takes care of ———.

2d. ——— father allowed Anna to visit ——— cousins.

3d. ——— left ——— parents at ——— homes.

- 4th. Have — mastered all — lessons?
 5th. — friend saw — brother at — father's.
 6th. Can — sing more sweetly than —?
 7th. Peter has studied — lessons, but the girls have neglected —.
 8th. — will do — work, and — must do —.
 9th. Can — go with — to — house?
 10th. — think — will recite with —.
12. Will you symbolize the words of each sentence, as now written?
 13. Will you analyze each sentence?
 14. Will you parse each of the pronouns?
 15. Will you decline each of these pronouns?
 16. Will you write five sentences, each containing a personal pronoun; also five, each containing a *noun*, an *adjective*, and one or more *personal pronouns*?

LESSON XL.

OF CLAUSES AND SENTENCES.

1. What is a *sentence*?
 A. Any expression which makes complete sense, is a sentence.
2. What is a *clause*?
 A. Any expression which contains a complete subject and predicate, is a clause.
3. Give examples.
 A. "*The sun shines.*" "*Birds fly.*" "*Men walk.*" Each of these expressions is a sentence, because it makes complete sense. Each of them is, also, a clause, because it contains one, and but one complete subject and predicate.
4. What is a sentence which consists of a *single* clause, called?
 A. It is called a *simple* sentence.
5. What is such a clause called?
 A. A clause that makes complete sense without the addition of any other words, is called an "*Independent clause.*"
6. When I say, "*The rain is falling, and the streets are muddy,*" is the expression a sentence?
 A. It is.
7. Why is it a sentence?
 A. Because it is an expression which makes complete sense.
8. Is it a simple sentence?
 A. It is not.
9. Why is it not?

A. Because it contains two clauses.

10. How do you know that there are two clauses?

A. Because there are two subjects, and two predicates.

11. What is the *first* clause?

A. "*The rain is falling.*"

12. What is the *second* clause?

A. "*The streets are muddy.*"

13. What kind of clause is each of these?

A. Each of these clauses is an *independent* clause.

14. Why?

A. Because each of them would make sense, without any additional words.

15. How are these clauses connected?

A. By the conjunction "*and.*"

16. What kind of a sentence is thus formed?

A. A *compound* sentence.

17. What is a *compound* sentence?

A. A sentence that contains two or more distinct clauses or parts, each of which makes complete sense.

18. Is the expression, "*The man who is virtuous, is happy,*" a sentence?

A. It is.

19. Why is it a sentence?

A. Because it is an expression which makes complete sense.

20. Is it a simple sentence?

A. It is not.

21. Why is it not?

A. Because it contains two clauses.

22. What is the first clause?

A. "*The man is happy.*"

23. What is the second clause?

A. "*Who is good.*"

24. Is the expression a compound sentence?

A. It is not.

25. Why is it not a compound sentence?

A. Because the clauses of which it is composed, are not independent clauses.

26. What is such a sentence called?

A. It is called a *complex* sentence.

27. What is a *complex* sentence?

A. A sentence which contains two or more clauses that are not independent, is a complex sentence.

28. How can you distinguish between a compound, and a complex sentence?

A. If a sentence, containing two or more clauses, makes *more than one* assertion, it is *compound*; if but *one*, it is *complex*.

29. In what other way can you distinguish between them?

A. If a sentence is compound, it can always be separated into at least *two* independent parts; but a complex sentence cannot be so divided.

30. What relation do the clauses of a complex sentence sustain to each other?

A. One of the clauses of a complex sentence always *modifies*, *explains*, or *illustrates* the other.

31. What names are given, respectively, to these clauses?

A. The clause which is modified or explained, is called the *leading* or *principal* clause; and the clause which modifies or explains it, is called the *subordinate* clause.

32. Illustrate this in the sentence already given, "*The man who is good, is happy.*"

A. "*The man who is good, is happy,*" is a sentence, because it is an expression which makes complete sense. It is a complex sentence, because it makes but one assertion, and yet has more than one subject and predicate.

Its *principal* clause is, "*The man is happy.*"

Its *subordinate* clause is, "*Who is good.*"

33. Analyze the sentence, "*The rain is falling, and the streets are muddy.*"

A. This expression makes complete sense, and is, therefore, a sentence. It consists of *two independent* clauses, and is, therefore, a *compound* sentence. The *first* clause is, "*The rain is falling,*" and the *second*, "*The streets are muddy.*"

LESSON XLI.

EXERCISE ON SENTENCES.

1. Analyze and symbolize the following simple sentences.

1st. George dropped his ball into the well.

2d. Good mothers love their children.

3d. The prisoner was convicted of perjury.

4th. The City Hotel caught fire.

5th. The sun shines very brightly this morning.

MODEL.

"George dropped his ball into the well."

This is a sentence, because it is an expression which makes complete sense.

It is a simple sentence, because it consists of but one subject and one predicate.

Its subject is, *George*.

Its predicate is, *dropped his ball into the well.*

It may be symbolized as follows :

George dropped his ball into the well.

△ □ △ △ ▭ ∧ △

2. Will you analyze and symbolize each of the following compound sentences?

1st. George dropped his ball into the well, and the gardener got it out for him.

2d. Good mothers love their children; and they try to educate and train them properly.

3d. The prisoner was convicted of perjury, and the judge sentenced him to the penitentiary.

4th. The City Hotel caught fire, and one of the inmates was burned to death.

5th. The sun shines very brightly this morning, and the hay-makers are busy at their work.

MODEL.

“George dropped his ball into the well, and the gardener got it out for him.”

This expression makes complete sense, and is, therefore, a sentence.

It contains two independent clauses, and is, therefore, a compound sentence.

The *first* clause is, *“George dropped his ball into the well.”*

The *second* clause is, *“The gardener got it out for him.”*

The two clauses are connected by the conjunction *“and.”*

The sentence may be symbolized as follows :

George dropped his ball into the well, and the gardener got it

△ □ △ △ ▭ ∧ △ ▭ ∧ △ □ △

out for him.

□ ▭ △

3. What are the independent clauses, or parts of a compound sentence, called?

A. They are called *members*.

4. How are the members of a compound sentence connected?

A. They are usually connected by one of the following conjunctions; viz., *and, also, as well as, but, or, nor*.

5. How are the members of a compound sentence separated?

A. If the members are short and simple, they are usually separated by *commas*; but if they are long or complex, they should be separated by *semicolons*.

6. Will you analyze and symbolize the following complex sentences?

1st. George dropped the ball, which his father bought for him, into the well.

2d. Good mothers, wherever they are found, love their children.

3d. The prisoner, although he was but a youth, was convicted of perjury.

4th. Hundreds of persons were asleep in the City Hotel, when it caught fire.

5th. The sun, which yesterday was obscured by clouds, shines very brightly this morning.

MODEL.

"George dropped the ball, which his father bought for him, into the well."

This expression makes complete sense, and is, therefore, a sentence.

It consists of two clauses, and yet makes but one assertion; it is, therefore, a complex sentence.

The principal clause is, *"George dropped the ball into the well."*

The subordinate clause is, *"Which his father bought for him."*

The subject of the principal clause is, *"George."*

The predicate of the principal clause is, *"Dropped the ball into the well."*

The subject of the subordinate clause is, *"his father."*

The predicate of the subordinate clause is, *"bought which for him."*

The sentence may be symbolized as follows :

George dropped the ball, which his father bought for him, into

△ □ ∧ △ ▲ ▲ △ □ ▭ ▴ ▭

the well.

∧ △

7. Will you write five simple sentences?
8. Will you write five complex sentences?
9. Will you write five compound sentences?
10. Will you point all these sentences?
11. Will you give Rules for using the capitals?
12. Will you analyze the sentences?
13. Will you indicate the parts of speech by symbols?
14. Will you parse the nouns and adjectives?
15. Will you parse all the pronouns and verbs?

LESSON XLII.

OF THE RELATIVE PRONOUN.

1. What is a *relative* pronoun?

A. It is a word which not only stands for a noun, but also introduces a subordinate clause.

2. Give an example of a *relative* pronoun.

A. When I say, "*The tree which I planted is still growing,*" the word "*which*" is a relative pronoun.

3. For what noun does the word "*which*" stand?

A. For the noun *tree*.

4. What subordinate clause does it introduce?

A. The clause, "*which I planted.*"

5. How many relative pronouns are there?

A. There are *four* relative pronouns.

6. What are they?

A. They are, *who, which, that, and as*.

7. Are the relative pronouns declined?

A. *Who* is always, and *which* is sometimes, declined.

8. Will you decline *who*? *which*?

A. SINGULAR. PLURAL.		SINGULAR. PLURAL.	
<i>Nom.</i> Who,	Who,	<i>Nom.</i> Which,	Which,
<i>Pos.</i> Whose,	Whose,	<i>Pos.</i> Whose,	Whose,
<i>Obj.</i> Whom,	Whom,	<i>Obj.</i> Which,	Which,
<i>Ind.</i> Who;	Who.	<i>Ind.</i> Which;	Which.

9. What Rules are to be given in parsing a *relative* pronoun?

A. The same Rules as are given in parsing a *personal* pronoun.

10. Will you parse *which*, in the sentence, "*The tree which I planted, is still growing.*"

A. *Which* is a *relative pronoun*, introducing the subordinate clause, "*which I planted,*" and standing for the noun *tree*; it is, therefore, of the third person, and singular number; agreeably to Rule XVII., "Pronouns must agree with the nouns for which they stand in gender, person, and number; and in other respects must have the construction of a noun." It here follows and depends on the transitive verb, *planted*, and is, therefore, in the objective case; agreeably to Rule IV., "A noun which follows and depends on a transitive verb, or a preposition, must be in the objective case."

11. Will you analyze and symbolize the sentence, "*The man who is good, is happy,*" and parse the relative pronoun "*who*"?

A. The expression, "*The man who is good, is happy*," is a sentence, because it makes complete sense.

It is a complex sentence, because it makes but one assertion, and yet has more than one subject and predicate.

Its *principal* clause is, "*The man is happy*."

Its *subordinate* clause is, "*Who is good*."

The *subject* of the *principal* clause is, "*The man*."

The *predicate* of the *principal* clause is, "*Is happy*."

The *subject* of the *subordinate* clause is, "*Who*."

The *predicate* of the *subordinate* clause is, "*Is good*."

The sentence may be symbolized as follows :

The man who is good, is happy.

△ △ △ □ △ □ △

"*Who*" is a *relative pronoun*, introducing the subordinate clause, "*Who is good*," and standing for the noun *man*; it is, therefore, of the masculine gender, third person, and singular number; agreeably to Rule XVII., "*Pronouns*," etc.; it is here the subject of the verb *is*, and is, therefore, in the nominative case; agreeably to Rule I., etc.

12. For *what kind* of nouns do the relative pronouns severally stand?

A. *Who* stands for the *names of persons*; *which* for the *names of animals and things*; while *that* and *as* stand for the *names of either persons or things*.

13. Will you analyze and symbolize each of the following sentences, and parse the *relative pronouns*?

1st. The man who is virtuous, is respected.

2d. The girl whose books are torn, has not been careful.

3d. The boys of whom you were speaking, cannot recite their lessons.

4th. The bird which flew to the woods, is out of sight.

5th. The man that always strives to do right, is noble.

6th. The fields that were covered with snow, are bare.

7th. There were as many people as could be seated in the house.

8th. The horse that runs away, is unsafe.

9th. It was such a sight as I do not wish to see again.

10th. If the orchard, which I have just planted, bears as much fruit as the other produced, I shall be satisfied.

LESSON XLIII.

OF THE INTERROGATIVE PRONOUN.

1. Is "*who*" always a *relative* pronoun?
A. It is not.
2. When is "*who*" not a *relative* pronoun?
A. When *who* asks a question, it is not a *relative* pronoun.
3. Why is it not then a *relative* pronoun?
A. Because it does not introduce a subordinate clause.
4. What is "*who*" when it asks a question?
A. When "*who*" asks a question, it is an *interrogative* pronoun.
5. Give examples of this.
A. In the expressions, "*Who comes here?*" "*Who are you?*" "*For whom are you working?*" "*who,*" "*who,*" and "*whom*" are *interrogative* pronouns.
6. Are there any other *interrogative* pronouns?
A. There are: "*Which*" and "*what*" are *interrogative* pronouns whenever they ask a question.
7. Is "*who*" as an *interrogative* declined?
A. It is; in the same way as when it is a *relative* pronoun.
8. Give an example of the *interrogative who* in the *nominative* case.
A. In the sentences, "*Who did this?*" "*Who are you?*" "*who*" is in the *nominative* case.
9. Give an example of the *interrogative who* in the *possessive* case.
A. In the expressions, "*Whose hat do you wear?*" "*Whose horse did you ride?*" "*whose*" is in the *possessive* case.
10. Give an example of the *interrogative who* in the *objective* case.
A. In the expressions, "*To whom are you writing?*" "*With whom do you live?*" "*whom*" is in the *objective* case.
11. Give an example of "*which*" as an *interrogative* pronoun.
A. In the expressions, "*Which was foremost?*" "*Which do you choose?*" "*which*" is an *interrogative* pronoun.
12. Give an example of "*what*" as an *interrogative* pronoun.
A. In the expressions, "*What will come next?*" "*What are you doing?*" "*what*" is an *interrogative* pronoun.
13. In the expressions, "*Which horse is yours?*" "*What book are you reading?*" what part of speech are "*which*" and "*what*"?
A. They are *interrogative* adjectives.
14. Are "*which*" and "*what*" as *interrogatives* declined?

A. They are not.

15. How many *interrogative* pronouns have we?

A. There are *three interrogative* pronouns; viz., *who*, *which*, and *what*.

LESSON XLIV.

PARSING OF INTERROGATIVE PRONOUNS.

1. What Rules are to be given in the parsing of an *interrogative* pronoun?

A. The same Rules as in the parsing of a *personal*, and of a *relative* pronoun.

2. Will you parse "*who*," in the sentence, "*Who did this?*"

A. "*Who*" is an *interrogative* pronoun, standing for the name of the person about whom the question is asked; and is, therefore, of the masculine or feminine gender, third person, and singular number; agreeably to Rule XVII., etc. It is here the subject of the verb *did*, and is, therefore, in the nominative case; agreeably to Rule I., etc.

3. Will you parse "*whose*," in the sentence, "*Whose hat do you wear?*"

A. "*Whose*" is an *interrogative* pronoun, standing for the name of the person about whom the question is asked; and is, therefore, of the masculine or feminine gender, third person, and singular number; agreeably to Rule XVII., etc. It here limits the noun *hat*, denoting whose hat, and is, therefore, in the possessive case; agreeably to Rule III., "*A noun which limits*," etc.

4. Will you parse "*whom*," in the sentence, "*With whom do you live?*"

A. "*Whom*" is an *interrogative* pronoun, standing for the name of the person about whom the question is asked; and is, therefore, of the masculine or feminine gender, third person, and singular number; agreeably to Rule XVII., etc. It here follows and depends on the preposition *with*, and is, therefore, in the objective case; agreeably to Rule IV., "*A noun*," etc.

5. Will you analyze each of the following sentences, indicate the part of speech of the several words by the proper symbols, and parse all the nouns, adjectives, and pronouns?

1st. Who called you this morning?

2d. Whose book are you reading?

3d. Whom did you see at the store?

4th. Which do you and your friends prefer?

5th. What were you doing in the garden?

6th. What horse did they drive to the mountain?

7th. Which house belongs to your friend?

8th. What do you think of the new teacher?

6. Will you analyze the following sentences?

A. How strange are the phases of human life! Where the sun sheds his brightest beams to-day, nothing is seen but clouds and shadows to-morrow; and the succession of light and shade is ever varying, yet ever unvaried.

7. Is the sentence ending at *life*, simple or compound? Why?

8. By what pause is it followed? Why?

9. Is the next sentence simple or compound? Why?

10. Of how many members does it consist?

11. What is the first member?

12. What is the second member?

13. What kind of a sentence is the first member?

14. Why is it a complex sentence?

15. What is the principal clause?

16. What is the subordinate clause?

17. What kind of a sentence is the second member?

18. What is the subject?

19. What is the predicate?

20. Will you write three sentences, each containing the *interrogative* pronoun *who*?

21. Will you write three sentences, each containing the *interrogative* pronoun *which*?

22. Will you write three sentences, each containing the *interrogative* pronoun *what*?

23. Will you analyze, symbolize, and parse the sentences you have written?

24. Will you fill the blanks indicated in the following expressions, and then analyze, symbolize, and parse them?

1st. — did — — — — left for — — ?

2d. — — did — wear to — — ?

3d. For — was — — displayed — — ?

4th. In — — sow — — and in — — withhold not — — .

5th. — — were — from — — ?

6th. — have — — — can sustain — under — — .

7th. — can not tell — — — followed.

LESSON XLV.

OF VERBS.

1. What words are verbs?
A. All words which tell what the nouns do, or which make an assertion, ask a question, utter an exclamation, or express a command.
2. How can you readily tell which words are verbs?
A. The *essential predicate* of every sentence is a *verb*.
3. Will you give an example of a verb?
A. When I say, "*The sun shines*," the word "*shines*" tells us what the sun does, and is, therefore, a verb.
4. Will you give another example?
A. When I say, "*John, sit still*," the word "*sit*" expresses a command, and is, therefore, a verb.
5. Will you give an example of a verb which asks a question?
A. In the sentence, "*Are you studying?*" the words, "*are studying*," ask a question, and are, therefore, a verb.
6. Will you name the verbs in the following sentences?
1st. The horses are running.
2d. John is a good boy.
3d. He was styled a prophet.
4th. Can you give some water?
5th. How sorry I am for you!
6th. Henry struck William.
7th. Charles walked three miles before breakfast.
8th. The men remained at our house a week.
9th. The girl is at work in the kitchen.
10th. The battle lasted many hours.
7. Will you analyze each of the above sentences, and show from the analysis which is the verb?

MODEL.

"*The battle lasted many hours.*"

This expression makes complete sense, and is, therefore, a sentence.

It has but one subject, and one predicate; hence, it is a simple sentence.

The *complete* subject is, "*the battle*," and the *essential* subject is, "*battle*."

The *complete* predicate is, "*lasted many hours*," and the *essential* predicate is "*lasted*." "*Lasted*" is, therefore, a verb.

8. Will you symbolize each word, and tell why it is the part of speech you indicate?

MODEL.

“The battle lasted many hours.”

^ △ □ ^ △

“The” tells *which* battle, and is, therefore, an *adjective*.

“Battle” is a *name*, and, therefore, is a *noun*.

“Lasted” is the *essential predicate*, and, therefore, a *verb*.

“Many” tells *how many*, and is an *adjective*.

“Hours” is a *name*, and, therefore, a *noun*.

9. Will you parse the nouns, adjectives, and pronouns, in each of the above sentences?

10. Will you name the verbs in the following sentences?

1st. The merchant went to the city on Monday, purchased goods on Tuesday, and returned to his home on Wednesday.

2d. The loud winds roared, the rain fell fast;

The white man yielded to the blast.

11. Will you analyze each of these sentences?

12. Will you symbolize all the words?

13. Will you parse all the nouns?

14. Will you parse all the adjectives?

15. Will you parse all the pronouns?

LESSON XLVI.

OF THE ELEMENTS OF VERBS.

1. What is an *element*?

A. It is one of the *simple substances* or *parts*, of which anything is composed.

2. What is meant by the *elements of a verb*?

A. The *simple* or *primary forms*, from which all the other parts are derived.

3. How many elements has a verb?

A. Every *complete* verb has *four elements*.

4. What is a verb which has less than four elements, called?

A. A verb which has less than four elements, is called a *defective* verb.

5. Do any verbs have more than four elements?

A. They do.

6. What are such verbs called?

A. They are called *redundant* verbs.

7. Considered, then, with reference to the number of their elements, into how many classes may verbs be divided?

A. Into *three* classes; viz., *Defective* verbs, *Complete* verbs, and *Redundant* verbs.

8. What is a *defective* verb?

9. What is a *complete* verb?

10. What is a *redundant* verb?

11. What is the *first* element of a verb?

A. It is the *simplest form* of the verb.

12. How may it be known?

A. By placing "*to*" before it; as, *to love, to think, to study.*

13. Is *loved* the first element of a verb?

A. It is not.

14. How can we know that it is not?

A. Because we cannot place "*to*" before it; "*to loved*" has no meaning, makes no sense.

15. What is the *first* element of the verb *loved*?

A. "*Love*" is the first element.

16. How do you know this?

A. Because we can place "*to*" before it; thus, "*to love.*"

17. What is the first element of each of the following verbs; viz., *love, hated, had, bought, rode, denied, provoking, engaged, dismiss*?

18. Which words in the following sentences are verbs, and what are their *first* elements.

1st. James studied his lesson; he learned it; he recited it perfectly.

2d. Cæsar said, I came, I saw, I conquered.

3d. When he had crossed the Rubicon, the die was cast; and Rome was free no more.

19. Analyze and symbolize each of these sentences.

20. Parse the nouns, adjectives, and pronouns.

LESSON XLVII.

OF THE SECOND ELEMENT.

1. How is the *second* element of a verb formed?

A. The *second* element is generally formed by annexing "*ing*" to the first element.

2. Give examples.

A. First element, *see*; second, *seeing*: first, *think*; second, *thinking*: first, *read*; second, *reading*.

3. If the first element ends in "*ie*," how is the second element formed?

- A. By changing *ie* into *y*, and then annexing "*ing*."
4. Give examples of this formation.
A. First element, *die* ; second, *dying* : first, *tie* ; second, *tying*, etc.
5. When the first element ends in *e* not preceded by a vocal, how is the second element formed?
A. By dropping *e*, and then annexing "*ing*."
6. Give examples of this formation.
A. First element, *give* ; second, *giving* : first, *love* ; second, *loving* : first, *have* ; second, *having* : first, *remove* ; second, *removing* ; etc.
7. What verbs are exceptions to this rule?
A. The verbs *singe*, *springe*, *swinge*, and *tinge*, do not drop the *e* before annexing "*ing*."
8. Illustrate this.
A. First element, *singe* ; second, *singeing* : first, *springe* ; second, *springeing* : first, *swinge* ; second, *swingeing* : first, *tinge* ; second, *tingeing*.
9. When the first element ends in *e*, how is the second formed?
A. By annexing "*king*" to the first element.
10. Will you give examples of this formation?
A. First element, *frolie* ; second, *frolicking* : first, *traffic* ; second, *trafficking* ; etc.
11. If the first element ends in *b*, how is the second formed?
A. If the first element ends in a single *b*, preceded by a single vocal, and it is either a monosyllable, or a dissyllable having its accent on the final syllable, the second element annexes "*bing*" to the first element.
12. Give examples of this formation.
A. First, *grub* ; second, *grubbing* : first, *snub* ; second, *snubbing*.
13. What other verbs follow the same analogy?
A. Verbs ending in *d*, *g*, *m*, *n*, *p*, *r*, *s*, and *t*.
14. Give examples in case of verbs ending in *d*.
A. First, *bud* ; second, *budding* : first, *gad* ; second, *gadding*.
15. Give examples of verbs in *g*.
A. First, *bag* ; second, *bagging* : first, *brag* ; second, *bragging*.
16. Give an example of verbs in *m*.
A. First, *slam* ; second, *slamming*.
17. Give an example of verbs in *n*.
A. First, *plan* ; second, *planning*.
18. Give an example in *p*.
A. First, *wrap* ; second, *wrapping*.
19. Give examples in *r*.
A. First, *bar* ; second, *barring* : first, *defer* ; second, *deferring*.
20. Give examples in *t*.
A. First, *mat* ; second, *matting* : first, *plat* ; second, *plattling*.
21. Will you give the first and second elements of each of the following verbs: *lose*, *blame*, *move*, *hoc*, *shoe*, *agree*, *hie*, *die*,

dye, spring, springe, swing, swinge, sing, singe, spread, defer, prefer, differ?

22. Will you name the verbs in each of the following sentences, and give their first and second elements?

1st. James led the horse into the stable.

2d. Susan dressed her doll for the afternoon.

3d. Jane put her slate and pencil into the desk.

4th. Fear God and keep his commandments.

5th. The triumphing of the wicked is short.

23. Will you analyze each of these sentences?

24. Will you symbolize the words?

25. Will you parse the nouns, adjectives, and pronouns?

LESSON XLVIII.

VERBS. THIRD AND FOURTH ELEMENTS.

1. How is the *third* element of a verb formed?

A. In most verbs, the third element is formed by annexing *d*, or *ed*, to the first element.

2. When is *d* annexed, and when *ed*?

A. When the first element ends in *e*, *d* only is annexed; but when the first element does *not* end in *e*, the third element annexes *ed* to the first.

3. Give illustrations of these formations.

A. First element, *love*; third, *loved*: first, *hate*; third, *hated*: first, *look*; third, *looked*: first, *report*; third, *reported*.

4. How is the *fourth* element formed?

A. The fourth element of most verbs has the same form as the third.

5. Give all the elements of the following verbs: viz., *heap, enjoy, improve, tinge, delight, retire, recite, invite, regard, rejoice*.

MODEL.

First element, *heap*; second, *heaping*; third, *heaped*; fourth, *heaped*.

6. Will you name the verbs in the following sentences, and give their elements?

1st. The ship sailed from Europe to India.

2d. Napoleon died on the island of St. Helena.

3d. The battle of Waterloo decided Bonaparte's fate.

4th. Liberty has won few victories without blood.

5th. Copernicus was banished for publishing the truth.

7. Will you analyze these sentences?
8. Will you symbolize all the words, and give the reasons?
9. Will you parse the nouns and adjectives?
10. Give the Rules for using the capital letters.
11. What pauses are used, and why?
12. Give all the Rules for using capital letters in their order.
13. What is Rule VI.?
14. What is Rule III.?
15. What is Rule XII.?

LESSON XLIX.

OF DEFECTIVE VERBS.

1. Considered with reference to the number of their elements, into how many classes may verbs be divided?
2. What is a *defective* verb?
3. What is a *complete* verb?
4. What is a *redundant* verb?
5. Are many verbs *defective*?
- A. The number of defective verbs is very small.
6. Will you name the principal defective verbs?
- A. *Beware, ought, quoth, wis, and wit.*
7. How many elements has *beware*?
- A. *Beware* has only one element, viz., the first.
8. How many elements has *ought*?
- A. *Ought* has two elements, the first and the third. The form of the two, however, is the same; thus, first, *ought*; second, *ought*.
9. Can you place *to* before the first element?
- A. We cannot.
10. Why can we not?
- A. Because *ought* was primarily the third element of the verb *to owe*; and as the third element, it could not have *to* before it.
11. How do writers now use it?
- A. Both as a first and third element, but without changing its form.
12. How may you determine when the first element of *ought* is used?
- A. The first element of *ought* is always followed by the first element of another verb.
13. Give examples of *ought* used as a first element.
- A. He *ought* to go; he *ought* to write; he *ought* not to play.
14. How may you determine when the third element of *ought* is used.
- A. The third element of *ought* is always followed by the fourth element of another verb.

15. Give examples of *ought* as a third element.
A. He *ought* to have gone; he *ought* to have written.
16. How many elements has *quoth*?
A. *Quoth* has only the *third* element, and it is *obsolete*, except in *comic* writings, and in *burlesque*.
17. How many elements has *wis*?
A. *Wis* has two elements, the first and the third.
18. What are they?
A. First element, *wis*; third, *wist*; but both are nearly out of use.
19. How many elements has *wit*?
A. *Wit* has only the *first* element. It originally signified *to know*; but it is now only used with *to* before it; as, "*to wit*," meaning, *namely*.
20. What other verbs are sometimes classed among defective verbs?
A. *May, must, might; can, could; shall, should; will, would*.
21. How should they be classed?
A. Simply as prefixes, or auxiliary verbs; used to aid in forming certain moods and tenses of other verbs.
22. Will you name the verbs in the following sentences, and tell which are complete, and which are defective?
1st. The boys *ought* to study their lesson.
2d. Beware, lest a worse thing come upon you.
3d. I saw, *quoth* Charles, the flying steed and man.
4th. He *wist* not what was said.
5th. I *ought* to have been in Providence to-day.
23. Analyze and symbolize these sentences.

LESSON L.

OF REGULAR AND IRREGULAR VERBS.

1. What are *defective* verbs?
2. What are *complete* verbs?
3. What are *redundant* verbs?
4. Do all verbs which are not defective, form their several elements according to the Rules already given?
A. All other verbs form their second element according to the Rules given in Lesson XLVII.; but a considerable number do not form their *third* and *fourth* elements in *ed*, as directed in Lesson XLVIII.
5. What are those verbs which form their *third* and *fourth* elements in *ed* called?
A. They are called *regular* verbs.

6. What is a *regular* verb?

A. A regular verb is one whose *third* and *fourth* elements are formed by annexing *d*, or *ed*, to the first element.

7. What are *all other verbs* called?

A. They are called *irregular* verbs.

8. What is an *irregular* verb?

A. An irregular verb is one whose *third* and *fourth* elements are not formed by annexing *d*, or *ed*, to the first element.

9. How *do* the *third* and *fourth* elements of irregular verbs end?

A. They end variously, and are not formed according to any general rule.

10. Considered, then, with reference to the formation of their elements, into how many classes may verbs be divided?

A. Into two classes.

11. What are they?

A. Regular verbs, and irregular verbs.

12. Are all verbs comprised in one of these classes?

A. All *complete* verbs are either *regular* or *irregular*.

13. Are *redundant* verbs *regular*, or *irregular*?

A. Some redundant verbs are irregular, and some have one form regular, and another irregular.

LESSON LI.

REGULAR VERBS. FIRST CLASS.

1. What is a *regular* verb?

2. Into how many classes may regular verbs be subdivided?

A. Into three classes.

3. What verbs belong to the *first* class?

A. All regular verbs *whose first element does not end with a vocal*.

4. What verbs belong to the *second* class?

A. All regular verbs *whose first element ends in e*.

5. What verbs belong to the *third* class?

A. All regular verbs *whose first element ends in w or y*.

6. What does the first class comprise?

A. All regular verbs whose first element does not end with a vocal.

7. How do verbs of this class form their second, third, and fourth elements?

A. Verbs of the first class form their second element by annexing *ing*, and their third and fourth elements by annexing *ed*, to the first element.

8. Give an example.

A. The verb *to form*. Its elements are, first, *form*; second, *forming*; third, *formed*; fourth, *formed*.

9. Give all the elements of the following verbs; viz., *disturb*, *lean*, *learn*, *act*, *plant*, *conduct*, *reform*, *protest*, *insist*, *redeem*.

10. What is the *first* exception under this class?

A. Verbs whose first element ends in *c*, annex *king* to form the *second*, and *ked* to form the *third* and *fourth* elements.

11. Give an example.

A. The verb "*to mimic*." Its elements are, first, *mimic*; second, *mimicking*; third, *mimicked*; fourth, *mimicked*.

12. Will you give all the elements of the following verbs; viz., *traffic*, *frolic*, *physic*, *bivouac*?

13. What is the *second* exception under the first class?

A. Most verbs ending with a single *l* preceded by a single vocal, annex *ling* to form the *second*, and *led* to form the *third* and *fourth* elements.

14. Give an example.

A. The verb "*to travel*." Its elements are, first, *travel*; second, *travelling*; third, *travelled*; fourth, *travelled*.

15. Give all the elements of the following verbs; viz., *cancel*, *counsel*, *level*, *marvel*.

16. What is the *third* exception under the first class?

A. Monosyllabic verbs, and dissyllables whose final syllable is accented, and whose first element ends in *b*, *d*, *g*, *m*, *n*, *p*, *r*, or *t*, preceded by a single vocal, repeat their final letter before annexing *ing*, to form the *second* element, or *ed* to form the *third* and *fourth* elements.

17. Give an example.

A. The verb "*to scrub*." Its elements are, first, *scrub*; second, *scrubbing*; third, *scrubbed*; fourth, *scrubbed*.

18. Give all the elements of the following verbs; viz., *bud*, *imbed*, *brag*, *slam*, *plan*, *wrap*, *defer*, *mat*, *plat*, *trepan*.

19. What are the elements of the verb *suffer*?

A. First, *suffer*; second, *suffering*; third, *suffered*; fourth, *suffered*.

20. Why is not the *r* repeated in forming the *second*, *third*, and *fourth* elements?

A. Because the accent of the first element is not on the final syllable.

21. What are the elements of the verb *harm*?

A. First, *harm*; second, *harming*; third, *harmed*; fourth, *harmed*.

22. Why is not *m* repeated in the *second*, *third*, and *fourth* elements?

A. Because it is not preceded by a vocal.

23. What are the elements of *join*?

A. First, *join*; second, *joining*; third, *joined*; fourth, *joined*.

24. Why is not the *n* repeated?

A. Because it is not preceded by a single vocal.

25. Will you give the elements of each of the following verbs, and the rules for their formation: *abandon, appall, applaud, defend, approve, revel, mimic, bag, bat, shovel, differ, defer, dot, doubt?*

LESSON 'LII.

REGULAR VERBS. SECOND AND THIRD CLASSES.

1. What regular verbs belong to the second class?

A. All regular verbs whose first element ends in *e*.

2. How do verbs of this class form their second, third, and fourth elements?

A. Verbs of the second class drop *e* from the first element, and then annex *ing*, to form the second element, and *ed* to form the third and fourth elements.

3. Give an example.

A. The verb "*to love*." Its elements are, first, *love*; second, *loving*; third, *loved*; fourth, *loved*.

4. Give all the elements of the following verbs; viz., *move, shove, provoke, devote, fade, exude, fare, praise, hate, enlarge, engrave, determine, deliberate, elevate*.

5. What is the first exception under this class?

A. Verbs whose first element ends in *ie*, form their second element by changing *ie* into *y*, and then annexing *ing*.

6. Give an example.

A. The verb "*to die*." Its elements are, first, *die*; second, *dying*; third, *died*; fourth, *died*.

7. Give all the elements of *tie, vie, hie, untie*.

8. What is the second exception under this class?

A. The verbs *singe, springe, swinge, tinge*, and verbs whose first element ends in *ee*, do not drop the final *e* before annexing *ing* to form the second element.

9. Give examples.

A. The verbs *singe* and *decree*. Their elements are, first, *singe*; second, *singeing*; third, *singed*; fourth, *singed*. First, *decree*; second, *decreeing*; third, *decreed*; fourth, *decreed*.

10. Will you give all the elements of the following verbs; viz., *swinge, tinge, agree, springe*?

11. What verbs does the third class comprise?

A. All regular verbs whose first element ends in *w* or *y*.

12. How do verbs of this class form their second, third, and fourth elements?

A. Verbs of the third class form their second element by annexing *ing*, and their third and fourth elements by annexing *ed* to the first element.

13. Give examples.

A. The verbs *bow* and *delay*. First, *bow* ; second, *bowing* ; third, *bowed* ; fourth, *bowed*. First, *delay* ; second, *delaying* ; third, *delayed* ; fourth, *delayed*.

14. Will you give all the elements of the following verbs ; viz., *play, pray, defray, display, survey, sew, mow*.

15. What exception under this class ?

A. Verbs ending in *y*, not preceded by a vocal, change *y* into *i* in forming the third and fourth elements before annexing *ed*.

16. Give an example.

A. The verb *try*. Its elements are, first, *try* ; second, *trying* ; third, *tried* ; fourth, *tried*.

17. Give all the elements of *deny, deify, dry, purify, glorify, clarify*.

18. Will you analyze the following sentences, viz. ?

1st. Peter followed Christ afar off.

2d. Charity suffereth long, and is kind.

3d. The Queen of Sheba marvelled at the wisdom of Solomon.

4th. Gen. Grant captured Fort Donelson.

5th. Have you studied the whole lesson ?

19. Will you symbolize the words ?

20. Will you parse the nouns, adjectives, and pronouns ?

21. Which are the verbs ?

22. Are they regular, or irregular ? and why ?

23. Give the elements of each, and the rules for their formation.

LESSON LIII.

IRREGULAR VERBS. CLASSES. FIRST CLASS.

1. What are *irregular* verbs ?

A. All verbs whose *third* and *fourth* elements are not formed by annexing *d*, or *ed*, to the *first* element.

2. How are the *third* and *fourth* elements of irregular verbs formed ?

A. They are formed variously, but not according to any general rule.

3. Into how many classes may *irregular* verbs be subdivided ?

A. Into four classes.

4. What verbs are comprised in the *first* class ?

A. All irregular verbs, whose *first* and *fourth* elements are alike.

5. What verbs belong to the *second* class ?

A. All irregular verbs, whose *third* and *fourth* elements are alike.

6. What verbs belong to the *third* class ?

A. All irregular verbs, whose *first*, *third*, and *fourth* elements are alike.

7. What verbs belong to the *fourth* class?

A. Irregular verbs, all of whose elements are unlike.

8. What elements are alike in the *first* class?

A. In the *first* class, the *first* and *fourth* elements are alike.

9. How many verbs belong to this class?

A. Six; viz., *come, become, overcome; run, outrun, and overrun.*

10. What are the elements of *come, become, and overcome*?

A. First, *come*; second, *coming*; third, *came*; fourth, *come*.

First, *become*; second, *becoming*; third, *became*; fourth, *become*.

First, *overcome*; second, *overcoming*; third, *overcame*; fourth, *overcome*.

11. What are the elements of *run, outrun, and overrun*?

A. First, *run*; second, *running*; third, *ran*; fourth, *run*.

First, *outrun*; second, *outrunning*; third, *outran*; fourth, *outrun*.

First, *overrun*; second, *overrunning*; third, *overran*; fourth, *overrun*.

12. Will you analyze and symbolize the following sentences?

1st. The boy ran from the field into the house.

2d. Wise men came from the East to Jerusalem.

3d. It ill becomes you, to run away from school.

4th. The other disciple outran Peter.

5th. He that overcometh shall inherit all things.

13. Will you parse the nouns, adjectives, and pronouns?

14. Will you mention the verbs, and give their elements?

15. Are they defective, or complete? and why?

16. Are they regular, or irregular? and why?

17. To what class do they belong? and why?

LESSON LIV.

IRREGULAR VERBS. SECOND CLASS.

1. What does the *second* class of irregular verbs comprise?

A. All irregular verbs whose *third* and *fourth* elements are alike.

2. How many verbs belong to this class?

A. About eighty.

3. What verb of this class begins with *a*?

A. *Abide*: its elements are, first, *abide*; second, *abiding*; third, *abode*; fourth, *abode*.

4. How many verbs of the second class begin with *b*?

A. Eight; viz., *behold, bend, beseech, bind, bleed, breed, bring, and buy*.

5. What are the elements of *behold*?

A. First, *behold*; second, *beholding*; third, *beheld*; fourth, *beheld*.

6. What are the elements of *bend*?

A. First, *bend*; second, *bending*; third, *bent*; fourth, *bent*.

7. What are the elements of *beseech*?

A. First, *beseech*; second, *beseeching*; third, *besought*; fourth, *besought*.

8. What are the elements of *bind*?

A. First, *bind*; second, *binding*; third, *bound*; fourth, *bound*.

9. What are the elements of *bleed*?

A. First, *bleed*; second, *bleeding*; third, *bled*; fourth, *bled*.

10. What are the elements of *breed*?

A. First, *breed*; second, *breeding*; third, *bred*; fourth, *bred*.

11. What are the elements of *bring*?

A. First, *bring*; second, *bringing*; third, *brought*; fourth, *brought*.

12. What are the elements of *buy*?

A. First, *buy*; second, *buying*; third, *bought*; fourth, *bought*.

13. How many verbs of the second class begin with *c*?

A. Three; viz., *catch*, *cling*, and *creep*.

14. What are the elements of *catch*?

A. First, *catch*; second, *catching*; third, *caught*; fourth, *caught*.

15. What are the elements, respectively, of *cling* and *creep*?

A. First, *cling*; second, *clinging*; third, *clung*; fourth, *clung*.

First, *creep*; second, *creeping*; third, *crept*; fourth, *crept*.

16. How many verbs of the second class begin with *d*?

A. Two; viz., *deal* and *dwell*.

17. Will you give the elements of these verbs?

A. First, *deal*; second, *dealing*; third, *dealt*; fourth, *dealt*.

First, *dwell*; second, *dwelling*; third, *dwelt*; fourth, *dwelt*.

18. How many verbs of the second class begin with *e*?

A. No verbs of the second class begin with *e*.

19. Will you analyze the following sentences?

1st. The hunter bent his bow.

2d. The surgeon bound up the soldier's arm.

3d. Jane besought her father to buy a slate.

4th. Father caught a fish, and brought it home.

5th. The snake crept to the top of the tree.

20. Mention the verbs, and give their class and elements.

21. Will you indicate the parts of speech, and parse the nouns, adjectives, and pronouns?

22. Will you write sentences containing, respectively, each of the verbs in this lesson?

LESSON LV.

IRREGULAR VERBS. SECOND CLASS -- Continued.

1. How many verbs of the *second* class begin with *f* ?
A. Six ; viz., *feed, feel, fight, find, flee, and fling.*
2. Will you give the elements of these verbs in order ?
A. First, *feed* ; second, *feeding* ; third, *fed* ; fourth, *fed.*
First, *feel* ; second, *feeling* ; third, *felt* ; fourth, *felt.*
First, *fight* ; second, *fighting* ; third, *fought* ; fourth, *fought.*
First, *find* ; second, *finding* ; third, *found* ; fourth, *found.*
First, *flee* ; second, *fleeing* ; third, *fled* ; fourth, *fled.*
First, *fling* ; second, *flinging* ; third, *flung* ; fourth, *flung.*
3. How many verbs of the *second* class begin with *g* ?
A. Two ; viz., *get* and *grind.*
4. Will you give the elements of these verbs ?
A. First, *get* ; second, *getting* ; third, *got* ; fourth, *got.*
First, *grind* ; second, *grinding* ; third, *ground* ; fourth, *ground.*
5. How many verbs of this class begin with *h* ?
A. Three ; viz., *have, hear, and hold.*
6. What are the elements, respectively, of these verbs ?
A. First, *have* ; second, *having* ; third, *had* ; fourth, *had.*
First, *hear* ; second, *hearing* ; third, *heard* ; fourth, *heard.*
First, *hold* ; second, *holding* ; third, *held* ; fourth, *held.*
7. Do any verbs of this class begin with *i* or *j* ?
A. They do not.
8. What one begins with *k* ?
A. The verb *keep*. Its elements are, first, *keep* ; second, *keeping* ; third, *kept* ; fourth, *kept.*
9. How many begin with *l* ?
A. Five ; viz., *lay, lead, leave, lend, and lose.*
10. What are the elements of these verbs ?
A. First, *lay* ; second, *laying* ; third, *laid* ; fourth, *laid.*
First, *lead* ; second, *leading* ; third, *led* ; fourth, *led.*
First, *leave* ; second, *leaving* ; third, *left* ; fourth, *left.*
First, *lend* ; second, *lending* ; third, *lent* ; fourth, *lent.*
First, *lose* ; second, *losing* ; third, *lost* ; fourth, *lost.*
11. How many verbs of the *second* class begin with *m* ?
A. Six ; viz., *make, meet, mislay, mislead, misspend, and misteach.*
12. What are the elements of these verbs ?
A. First, *make* ; second, *making* ; third, *made* ; fourth, *made.*
First, *meet* ; second, *meeting* ; third, *met* ; fourth, *met.*
First, *mislay* ; second, *mislaying* ; third, *mis~~l~~aid* ; fourth, *mis~~l~~aid.*
First, *mislead* ; second, *misleading* ; third, *misled* ; fourth, *misled.*

First, *misspend*; second, *misspending*; third, *misspent*; fourth, *misspent*.

First, *misteach*; second, *misteaching*; third, *mistaught*; fourth, *mistaught*.

13. What verbs of this class begin with *n* and *o*?

A. No verb of the second class begins with *n*; and the only two beginning with *o*, are *overlay* and *overpay*.

14. What are the elements of *overlay*? of *overpay*?

A. First, *overlay*; second, *overlaying*; third, *overlaid*; fourth, *overlaid*.

First, *overpay*; second, *overpaying*; third, *overpaid*; fourth, *overpaid*.

15. Will you analyze the following sentences?

1st. The soldiers fought bravely under the banner, which the sergeant flung out to the breeze.

2d. James found the money, which the stranger had lost.

3d. The farmer feeds his horses with the meal, which the miller has ground for him.

4th. Can you keep my book, if I leave it in your care?

5th. Have your mother and sisters heard the news?

16. Will you symbolize the words?

17. Will you parse the nouns, adjectives, and pronouns?

18. Will you give the Rules for the capital letters used?

19. Will you mention the verbs, and give their elements?

20. Tell whether they are complete, and why.

21. To which class does each belong? and why?

22. Give the several Rules for forming their elements.

LESSON LVI.

IRREGULAR VERBS. SECOND CLASS — Concluded.

1. What irregular verbs does the *second* class comprise?

2. How many verbs of this class begin with *p*?

A. Two; viz., *pay* and *prepay*.

3. What are the elements of these verbs?

A. First, *pay*; second, *paying*; third, *paid*; fourth, *paid*.

First, *prepay*; second, *prepaying*; third, *prepaid*; fourth, *prepaid*.

4. Does any verb of the *second* class begin with *q*?

A. No one begins with *q*.

5. How many begin with *r*?

A. Three; viz., *relay*, *rend*, and *repay*.

6. What are the elements of these verbs?

- A. First, *relay* ; second, *relaying* ; third, *relaid* ; fourth, *relaid*.
 First, *rend* ; second, *rending* ; third, *rent* ; fourth, *rent*.
 First, *repay* ; second, *repaying* ; third, *repaid* ; fourth, *repaid*.
7. How many begin with *s* ?
- A. Nineteen ; viz., *say, seek, sell, send, shoe, shoot, sit, sleep, sling, shirk, speed, spend, spin, stand, stick, sting, string, sweep, swing*.
8. Will you give the elements of these verbs ?
- A. First, *say* ; second, *saying* ; third, *said* ; fourth, *said*.
 First, *seek* ; second, *seeking* ; third, *sought* ; fourth, *sought*.
 First, *sell* ; second, *selling* ; third, *sold* ; fourth, *sold*.
 First, *send* ; second, *sending* ; third, *sent* ; fourth, *sent*.
 First, *shoe* ; second, *shoeing* ; third, *shod* ; fourth, *shod*.
 First, *shoot* ; second, *shooting* ; third, *shot* ; fourth, *shot*.
 First, *sit* ; second, *sitting* ; third, *sat* ; fourth, *sat*.
 First, *sleep* ; second, *sleeping* ; third, *slept* ; fourth, *slept*.
 First, *sling* ; second, *slinging* ; third, *slung* ; fourth, *slung*.
 First, *slink* ; second, *slinking* ; third, *slunk* ; fourth, *slunk*.
 First, *speed* ; second, *speeding* ; third, *sped* ; fourth, *sped*.
 First, *spend* ; second, *spending* ; third, *spent* ; fourth, *spent*.
 First, *spin* ; second, *spinning* ; third, *spun* ; fourth, *spun*.
 First, *stand* ; second, *standing* ; third, *stood* ; fourth, *stood*.
 First, *stick* ; second, *sticking* ; third, *stuck* ; fourth, *stuck*.
 First, *sting* ; second, *stinging* ; third, *stung* ; fourth, *stung*.
 First, *string* ; second, *stringing* ; third, *strung* ; fourth, *strung*.
 First, *sweep* ; second, *sweeping* ; third, *swept* ; fourth, *swept*.
 First, *swing* ; second, *swinging* ; third, *swung* ; fourth, *swung*.
9. How many verbs of this class begin with *t* ?
- A. Three ; viz., *teach, tell, and think*.
10. What are the elements of these verbs ?
- A. First, *teach* ; second, *teaching* ; third, *taught* ; fourth, *taught*.
 First, *tell* ; second, *telling* ; third, *told* ; fourth, *told*.
 First, *think* ; second, *thinking* ; third, *thought* ; fourth, *thought*.
11. How many verbs of this class begin with *u* ?
- A. Seven ; viz., *unbend, unbind, undersell, unmake, unsay, unteach, and unwind*.
12. What are the elements of these verbs ?
- A. First, *unbend* ; second, *unbending* ; third, *unbent* ; fourth, *unbent*.
 First, *unbind* ; second, *unbinding* ; third, *unbound* ; fourth, *unbound*.
 First, *undersell* ; second, *underselling* ; third, *undersold* ; fourth, *undersold*.
 First, *unmake* ; second, *unmaking* ; third, *unmade* ; fourth, *unmade*.
 First, *unsay* ; second, *unsaying* ; third, *unsaid* ; fourth, *unsaid*.

First, *unteach* ; second, *unteaching* ; third, *untaught* ; fourth, *untaught*.

First, *unwind* ; second, *unwinding* ; third, *unwound* ; fourth, *unwound*.

13. How many verbs of this class begin with *v*, *x*, *y*, and *z* ?

A. No verbs of the *second* class begin with *v*, *x*, *y*, or *z*.

14. How many begin with *w* ?

A. Six ; viz., *weep*, *win*, *wind*, *withhold*, *withstand*, and *wing*.

15. What are the elements of these verbs ?

A. First, *weep* ; second, *weeping* ; third, *wept* ; fourth, *wept*.

First, *win* ; second, *winning* ; third, *won* ; fourth, *won*.

First, *wind* ; second, *winding* ; third, *wound* ; fourth, *wound*.

First, *withhold* ; second, *withholding* ; third, *withheld* ; fourth, *withheld*.

First, *withstand* ; second, *withstanding* ; third, *withstood* ; fourth, *withstood*.

First, *wring* ; second, *wringing* ; third, *wrung* ; fourth, *wrung*.

LESSON LVII.

IRREGULAR VERBS. THIRD CLASS.

1. What irregular verbs are comprised in the *third* class ?

A. All whose *first*, *third*, and *fourth* elements are alike.

2. How many verbs are comprised in this class ?

A. Twenty.

3. How many begin with *b* ?

A. Three ; viz., *beset*, *bespread*, and *burst*.

4. What are the elements of these verbs ?

A. First, *beset* ; second, *besetting* ; third, *beset* ; fourth, *beset*.

First, *bespread* ; second, *bespreading* ; third, *bespread* ; fourth, *bespread*.

First, *burst* ; second, *bursting* ; third, *burst* ; fourth, *burst*.

5. How many begin with *c* ?

A. Three ; viz., *cast*, *cost*, and *cut*.

6. What are their elements ?

A. First, *cast* ; second, *casting* ; third, *cast* ; fourth, *cast*.

First, *cost* ; second, *costing* ; third, *cost* ; fourth, *cost*.

First, *cut* ; second, *cutting* ; third, *cut* ; fourth, *cut*.

7. How many verbs of this class begin with *h* ?

A. Two ; viz., *hit* and *hurt*.

8. What are their elements ?

A. First, *hit* ; second, *hitting* ; third, *hit* ; fourth, *hit*.

First, *hurt* ; second, *hurting* ; third, *hurt* ; fourth, *hurt*.

9. What verb begins with *l* ?

A. The verb *let*. Its elements are, first, *let*; second, *letting*; third, *let*; fourth, *let*.

10. What verb begins with *p*?

A. The verb *put*. Its elements are, first, *put*; second, *putting*; third, *put*; fourth, *put*.

11. How many begin with *r*?

A. Three; viz., *reset*, *rid*, and *read*.

12. What are their elements?

A. First, *reset*; second, *resetting*; third, *reset*; fourth, *reset*.

First, *rid*; second, *ridding*; third, *rid*; fourth, *rid*.

First, *read*; second, *reading*; third, *read*; fourth, *read*.

13. What is peculiar in the verb *read*?

A. That while the form of the *first*, *third*, and *fourth* elements is alike, the pronunciation is different; the *e* in the first element being long, and in the third and fourth short.

14. How many verbs of the third class begin with *s*?

A. Six; viz., *set*, *shed*, *shred*, *shut*, *split*, and *spread*.

15. What are the elements of these verbs?

A. First, *set*; second, *setting*; third, *set*; fourth, *set*.

First, *shed*; second, *shedding*; third, *shed*; fourth, *shed*.

First, *shred*; second, *shredding*; third, *shred*; fourth, *shred*.

First, *shut*; second, *shutting*; third, *shut*; fourth, *shut*.

First, *split*; second, *splitting*; third, *split*; fourth, *split*.

First, *spread*; second, *spreading*; third, *spread*; fourth, *spread*.

16. What verb begins with *t*?

A. The verb *thrust*. Its elements are, first, *thrust*; second, *thrusting*; third, *thrust*; fourth, *thrust*.

17. Will you analyze and symbolize the following sentences?

1st. The dog was pursuing the fox.

2d. The fox ran into a hole, and escaped.

3d. A hunter dug out the fox, and then the dog caught him.

4th. The hunter set a trap by the hole, and spread leaves on it.

5th. The next day, another fox put his foot into the trap.

6th. The trap sprung, and nearly cut off the foot of the fox; but it held him fast till the hunter came up and killed him.

18. Which of the verbs are regular?

19. To which class do they belong, and what are their elements?

20. Which verbs are irregular?

21. To which class do they belong, and what are their elements?

22. Will you parse the nouns?

23. Will you parse the adjectives?

24. Will you parse the pronouns?

25. Will you decline all the pronouns?

LESSON LVIII.

IRREGULAR VERBS. FOURTH CLASS.

1. What irregular verbs are comprised in the *fourth* class?
A. Those whose elements are all unlike.
2. How many verbs belong to this class?
A. Seventy.
3. What one begins with *a* ?
A. *Arise* : its elements are, first, *arise* ; second, *arising* ; third, *arose* ; fourth, *arisen*.
4. How many verbs begin with *b* ?
A. Six ; viz., *befall*, *begin*, *betake*, *bespeak*, *blow*, *break*.
5. Give the elements of these verbs.
A. First, *befall* ; second, *befalling* ; third, *befell* ; fourth, *befallen*.
First, *begin* ; second, *beginning* ; third, *began* ; fourth, *begun*.
First, *betake* ; second, *betaking* ; third, *betook* ; fourth, *betaken*.
First, *bespeak* ; second, *bespeaking* ; third, *bespoke* ; fourth, *bespoken*.
First, *blow* ; second, *blowing* ; third, *blew* ; fourth, *blown*.
First, *break* ; second, *breaking* ; third, *broke* ; fourth, *broken*.
6. What verb of this class begins with *c* ?
A. The verb *choose* : its elements are, first, *choose* ; second, *choosing* ; third, *chose* ; fourth, *chosen*.
7. How many begin with *d* ?
A. Four ; viz., *do*, *draw*, *drink*, and *drive*.
8. What are the elements of these verbs ?
A. First, *do* ; second, *doing* ; third, *did* ; fourth, *done*.
First, *draw* ; second, *drawing* ; third, *drew* ; fourth, *drawn*.
First, *drink* ; second, *drinking* ; third, *drank* ; fourth, *drunk*.
First, *drive* ; second, *driving* ; third, *drove* ; fourth, *driven*.
9. How many begin with *f* ?
A. Ten ; viz., *fall*, *fly*, *forbear*, *forego*, *foreknow*, *foresee*, *forgive*, *forsake*, *forswear*, *freeze*.
10. What are the elements of these verbs ?
A. First, *fall* ; second, *falling* ; third, *fell* ; fourth, *fallen*.
First, *fly* ; second, *flying* ; third, *flew* ; fourth, *flown*.
First, *forbear* ; second, *forbearing* ; third, *forbore* ; fourth, *forborne*.
First, *forego* ; second, *foregoing* ; third, *forewent* ; fourth, *foregone*.
First, *foreknow* ; second, *foreknowing* ; third, *foreknew* ; fourth, *foreknown*.
First, *foresee* ; second, *foreseeing* ; third, *foresaw* ; fourth, *foreseen*.

First, *forgive* ; second, *forgiving* ; third, *forgave* ; fourth, *forgiven*.

First, *forsake* ; second, *forsaking* ; third, *forsook* ; fourth, *forsaken*.

First, *forswear* ; second, *forswearing* ; third, *forswore* ; fourth, *forsworn*.

First, *freeze* ; second, *freezing* ; third, *froze* ; fourth, *frozen*.

11. How many of this class begin with *g* ?

A. Three ; viz., *give*, *go*, and *grow*.

12. What are their elements ?

A. First, *give* ; second, *giving* ; third, *gave* ; fourth, *given*.

First, *go* ; second, *going* ; third, *went* ; fourth, *gone*.

First, *grow* ; second, *growing* ; third, *grew* ; fourth, *grown*.

13. What verb begins with *k* ?

A. *To know* : its elements are, first, *know* ; second, *knowing* ; third, *knew* ; fourth, *known*.

14. What two verbs begin with *l* ?

A. The verbs *lade* and *lie*.

15. What are their elements ?

A. First, *lade* ; second, *lading* ; third, *laded* ; fourth, *laden*.

First, *lie* ; second, *lying* ; third, *lay* ; fourth, *lain*.

16. How many verbs of the *fourth* class begin with *m* ?

A. Three ; viz., *misdo*, *misgive*, and *mistake*.

17. What are the elements of these verbs ?

A. First, *misdo* ; second, *misdoing* ; third, *misdid* ; fourth, *misdone*.

First, *misgive* ; second, *misgiving* ; third, *misgave* ; fourth, *misgiven*.

First, *mistake* ; second, *mistaking* ; third, *mistook* ; fourth, *mistaken*.

18. How many begin with *o* ?

A. Eight ; viz., *outdo*, *outgrow*, *outwear*, *overdo*, *overlie*, *oversee*, *overtake*, and *overthrow*.

19. Give the elements of these verbs.

A. First, *outdo* ; second, *outdoing* ; third, *outdid* ; fourth, *outdone*.

First, *outgrow* ; second, *outgrowing* ; third, *outgrew* ; fourth, *outgrown*.

First, *outwear* ; second, *outwearing* ; third, *outwore* ; fourth, *outworn*.

First, *overdo* ; second, *overdoing* ; third, *overdid* ; fourth, *overdone*.

First, *overlie* ; second, *overlying* ; third, *overlay* ; fourth, *overlain*.

First, *oversee* ; second, *overseeing* ; third, *oversaw* ; fourth, *overseen*.

First, *overtake* ; second, *overtaking* ; third, *overtook* ; fourth, *overtaken*.

First, *overthrow*; second, *overthrowing*; third, *overthrew*; fourth, *overthrown*.

20. Name and classify the verbs of the following examples:

1st. The farmer was bearing his produce to market, when the accident befell him.

2d. I will begin my address by bespeaking your attention.

3d. In the storm he betook himself to the woods; but the wind blew, and broke the trees around him, so that he durst not remain.

4th. Henry did the chores, drew the water, and drove the cows to pasture.

5th. If you fall, I will fly to your rescue.

21. Will you analyze and symbolize the sentences?

22. Parse the nouns and pronouns, and give the elements of the verbs.

LESSON LIX.

IRREGULAR VERBS. FOURTH CLASS — Concluded.

1. How many verbs of the *fourth* class begin with *r*?

A. Three; viz., *retake*, *rewrite*, and *rise*.

2. What are their elements?

A. First, *retake*; second, *retaking*; third, *retook*; fourth, *retaken*.
First, *rewrite*; second, *rewriting*; third, *rewrote*; fourth, *rewritten*.

First, *rise*; second, *rising*; third, *rose*; fourth, *risen*.

3. How many begin with *s*?

A. Six; viz., *see*, *slay*, *smite*, *steal*, *strive*, and *swear*.

4. What are the elements of these verbs?

A. First, *see*; second, *seeing*; third, *saw*; fourth, *seen*.

First, *slay*; second, *slaying*; third, *slew*; fourth, *slain*.

First, *smite*; second, *smiting*; third, *smote*; fourth, *smitten*.

First, *steal*; second, *stealing*; third, *stole*; fourth, *stolen*.

First, *strive*; second, *striving*; third, *strove*; fourth, *striven*.

First, *swear*; second, *swearing*; third, *swore*; fourth, *sworn*.

5. How many begin with *t*?

A. Four; viz., *take*, *tear*, *throw*, and *tread*.

6. Give their elements.

A. First, *take*; second, *taking*; third, *took*; fourth, *taken*.

First, *tear*; second, *tearing*; third, *tore*; fourth, *torn*.

First, *throw*; second, *throwing*; third, *threw*; fourth, *thrown*.

First, *tread*; second, *treading*; third, *trod*; fourth, *trodden*.

7. How many verbs of this class begin with *u*?

A. Five; viz., *undergo*, *underlie*, *undertake*, *undo*, and *unlade*, all of which form their elements in the same manner as their simple verbs.

8. How many begin with *w*?

A. Four; viz., *wear*, *weave*, *write*, and *withdraw*.

9. What are the elements of these verbs?

A. First, *wear*; second, *wearing*; third, *wore*; fourth, *worn*.

First, *weave*; second, *weaving*; third, *wove*; fourth, *woven*.

First, *write*; second, *writing*; third, *wrote*; fourth, *written*.

First, *withdraw*; second, *withdrawing*; third, *withdrew*; fourth, *withdrawn*.

LESSON LX.

OF REDUNDANT VERBS. CLASSES. FIRST CLASS.

1. Considered with reference to the number of their elements, into how many classes may verbs be divided?

2. What are defective verbs?

3. What are complete verbs?

4. What is a redundant verb?

5. How can a verb have more than four elements?

A. It may have more than one form, in a part or all of its elements.

6. How are verbs redundant?

A. *One* verb is redundant in its *first* element; *eleven* are redundant in their *third* element; *more than thirty* are redundant in their *fourth* element; *more than thirty* are redundant in both the *third* and *fourth* elements; and *three* are redundant in *all* the elements.

7. Into how many classes may redundant verbs be subdivided?

A. Into six classes.

8. What redundant verbs does the *first* class comprise?

A. Those which have *two third*, and *one fourth* elements.

9. What verbs does the *second* class comprise?

A. Those which have *one third* and *two fourth* elements, all irregular.

10. What verbs belong to the *third* class?

A. Regular verbs, which have a redundant *fourth* element, irregular.

11. What verbs belong to the *fourth* class?

A. Verbs which have *two third* and *two fourth* elements, all irregular.

12. What verbs belong to the *fifth* class?

A. Verbs which have *two third* and *two fourth* elements, the one regular, and the other irregular.

13. What verbs belong to the *sixth* class?

A. Verbs which are redundant in all their elements.

14. What verb does not belong to either of these classes?

A. The verb "*to be*," which is redundant only in the *first* element.

15. What are its elements?

A. First, *be*, or *am*; second, *being*; third, *was*; fourth, *been*.

16. What redundant verbs belong to the *first* class?

17. How many are redundant in the third element?

A. Eleven; viz., *crow*, *heave*, *ring*, *shrink*, *sing*, *sink*, *speak*, *spit*, *spring*, *stink*, and *swim*.

18. What are the elements of these verbs?

A. First, *crow*; second, *crowing*; third, *crew*, or *crowed*; fourth, *crowed*.

First, *heave*; second, *heaving*; third, *hove*, or *heaved*; fourth, *heaved*.

First, *ring*; second, *ringing*; third, *rang*, or *rung*; fourth, *rung*.

First, *shrink*; second, *shrinking*; third, *shrank*, or *shrunk*; fourth, *shrunk*.

First, *sing*; second, *singing*; third, *sang*, or *sung*; fourth, *sung*.

First, *sink*; second, *sinking*; third, *sank*, or *sunk*; fourth, *sunk*.

First, *speak*; second, *speaking*; third, *spake*, or *spoke*; fourth, *spoken*.

First, *spit*; second, *spitting*; third, *spat*, or *spit*; fourth, *spit*.

First, *spring*; second, *springing*; third, *sprang*, or *sprung*; fourth, *sprung*.

First, *stink*; second, *stinking*; third, *stank*, or *stunk*; fourth, *stunk*.

First, *swim*; second, *swimming*; third, *swam*, or *swum*; fourth, *swum*.

19. Which of these verbs have one regular form?

A. The first two; viz., *crow* and *heave*.

20. Will you analyze the following sentences?

1st. First one cock crew, then the others crowed.

2d. The earthquake heaved.

3d. He rang the bell of the church.

4th. The congregation sang, before he spoke.

5th. He who would learn to swim, should not shrink from springing into the water.

21. What kind of sentence is each?

22. Will you symbolize all the words?

23. Will you parse the nouns, adjectives, and pronouns?

24. Will you name the verbs, and give their elements?

25. State which are regular, and which irregular.

26. To what class does each belong?

LESSON LXI.

REDUNDANT VERBS. SECOND CLASS.

1. What redundant verbs belong to the *second* class.

A. Those which have *one third*, and *two fourth* elements, all irregular.

2. How many verbs belong to this class?

A. Fourteen; viz., *bear*, *beat*, *bite*, *chide*, *get*, *beget*, *forget*, *hide*, *ride*, *outride*, *override*, *shake*, *strike*, and *tread*.

3. What are the elements of these verbs?

A. First, *bear*; second, *bearing*; third, *bore*; fourth, *borne*, or *born*.

First, *beat*; second, *beating*; third, *beat*; fourth, *beaten*, or *beat*.

First, *bite*; second, *biting*; third, *bit*; fourth, *bitten*, or *bit*.

First, *chide*; second, *chiding*; third, *chid*; fourth, *chidden*, or *chid*.

First, *get*; second, *getting*; third, *got*; fourth, *gotten*, or *got*.

First, *beget*; second, *begetting*; third, *begot*; fourth, *begotten*, or *begot*.

First, *forget*; second, *forgetting*; third, *forgot*; fourth, *forgotten*, or *forgot*.

First, *hide*; second, *hiding*; third, *hid*; fourth, *hidden*, or *hid*.

First, *ride*; second, *riding*; third, *rode*; fourth, *ridden*, or *rid*.

First, *outride*; second, *outriding*; third, *outrode*; fourth, *outridden*, or *outrid*.

First, *override*; second, *overriding*; third, *overrode*; fourth, *overridden*, or *overrid*.

First, *shake*; second, *shaking*; third, *shook*; fourth, *shaken*, or *shook*.

First, *strike*; second, *striking*; third, *struck*; fourth, *stricken*, or *struck*.

First, *tread*; second, *treading*; third, *trod*; fourth, *trodden*, or *trod*.

4. What two meanings has the verb *bear*?

A. *Bear* sometimes means *to carry*, and then it is an irregular verb of the fourth class; sometimes it means *to produce young*: then it is a redundant verb of the second class.

5. Will you analyze and symbolize the following sentences?

1st. James was born in the city.

2d. I have forgotten the story you told me.

3d. Do not chide me for hiding the coat.

4th. The man struck the horse on which he rode.

5th. If you tread on the viper, he will bite you.

6. Name the verbs, and give their elements.

7. Parse the nouns, adjectives, and pronouns.

LESSON LXII.

REDUNDANT VERBS. THIRD CLASS.

1. What verbs belong to the *third* class?
 - A. Regular verbs, which have a redundant *fourth* element, irregular.
2. How many verbs belong to this class?
 - A. Eighteen; viz., *clothe, grave, hew, load, reload, unload, mow, prove, rive, saw, seethe, shape, misshape, shave, shear, sow, swell, and wax.*
3. What are the elements of these verbs?
 - A. First, *clothe*; second, *clothing*; third, *clothed*; fourth, *clothed, or clad*.
 First, *grave*; second, *graving*; third, *graved*; fourth, *graved, or graven*.
 First, *engrave*; second, *engraving*; third, *engraved*; fourth, *engraved, or engraven*.
 First, *hew*; second, *hewing*; third, *hewed*; fourth, *hewed, or hewn*.
 First, *load*; second, *loading*; third, *loaded*; fourth, *loaded, or laden*.
 First, *reload*; second, *reloading*; third, *reloaded*; fourth, *reloaded, or reladen*.
 First, *unload*; second, *unloading*; third, *unloaded*; fourth, *unloaded, or unladen*.
 First, *mow*; second, *mowing*; third, *mowed*; fourth, *mowed, or mown*.
 First, *prove*; second, *proving*; third, *proved*; fourth, *proved, or proven*.
 First, *rive*; second, *ricing*; third, *rived*; fourth, *rived, or riven*.
 First, *saw*; second, *sawing*; third, *sawed*; fourth, *sawed, or sawn*.
 First, *seethe*; second, *seething*; third, *seethed*; fourth, *seethed, or sodden*.
 First, *shape*; second, *shaping*; third, *shaped*; fourth, *shaped, or shapen*.
 First, *misshape*; second, *misshaping*; third, *misshaped*; fourth, *misshaped, or misshapen*.
 First, *shave*; second, *shaving*; third, *shaved*; fourth, *shaved, or shaven*.
 First, *shear*; second, *shearing*; third, *sheared*; fourth, *sheared, or shorn*.

First, *sow* ; second, *sowing* ; third, *sowed* ; fourth, *sowed*, or *sown*.

First, *swell* ; second, *swelling* ; third, *swelled* ; fourth, *swelled*, or *swollen*.

First, *wax* ; second, *waxing* ; third, *waxed* ; fourth, *waxed*, or *waxen*.

4. Will you name the verbs in the following sentences, classify them, and give their elements?

1st. The rich man was clothed in purple and fine linen.

2d. I will saw, hew, and shape the log ; and then you can load it.

3d. The man was mowing when I saw him.

4th. Brutus hath rived my heart.

5th. The example is finished and proved.

5. Will you analyze these sentences?

6. Will you symbolize the words?

7. Will you parse the nouns, adjectives, and pronouns?

8. Will you write ten sentences, each containing one or more of the verbs, whose elements are given in this lesson?

9. Will you analyze and symbolize these sentences?

10. Will you the nouns?

LESSON LXIII.

REDUNDANT VERBS. FOURTH CLASS.

1. What redundant verbs belong to the *fourth* class?

A. Those which have *two third*, and *two fourth* elements, all irregular.

2. How many verbs belong to the *fourth* class?

A. Five ; viz., *bid*, *cleave*, *eat*, *stride*, and *bestride*.

3. What are the elements of these verbs?

A. First, *bid* ; second, *bidding* ; third, *bade*, or *bid* ; fourth, *bidden*, or *bid*.

First, *cleave* ; second, *cleaving* ; third, *cleft*, or *clove* ; fourth, *cleft*, or *cloven*.

First, *eat* ; second, *eating* ; third, *ate*, or *eat* ; fourth, *eaten*, or *eat*.

First, *stride* ; second, *striding* ; third, *strode*, or *strid* ; fourth, *stridden*, or *strid*.

First, *bestride* ; second, *bestriding* ; third, *bestrode*, or *bestrid*, fourth, *bestridden*, or *bestrid*.

4. What can you say of *cleave*?

A. *Cleave* is both a regular, and a redundant verb ; as a reg-

ular verb, it means to adhere, or stick to; as a redundant verb, it means to split.

5. Will you analyze the following sentences?

1st. Our Heavenly Father bids us come to Him.

2d. The man was cleaving wood in the forest.

3d. The ox eats hay and grass.

4th. He strides too far to be graceful.

5th. I will not bestride the horse.

6. What kind of sentence is the first? why?

7. What kind is each of the others? and why?

8. Will you symbolize the words of each?

9. Will you name all the verbs?

10. To what class does each belong?

11. How many classes are there of *regular* verbs?

12. How are they distinguished?

13. How many classes are there of *irregular* verbs?

14. How are they distinguished?

15. How many classes of *redundant* verbs?

16. How are they distinguished?

17. What is a *regular* verb?

18. What is an *irregular* verb?

19. What is a *redundant* verb?

LESSON LXIV.

REDUNDANT VERBS. FIFTH CLASS.

1. What redundant verbs belong to the *fifth* class?

A. Those which have *two third*, and *two fourth* elements; the one, regular, and the other, irregular.

2. How many verbs belong to this class?

A. Twenty-three; viz., *awake*, *bereave*, *build*, *rebuild*, *burn*, *dare*, *dig*, *gild*, *regild*, *gird*, *ungird*, *hang*, *kneel*, *knit*, *quit*, *shine*, *stave*, *stay*, *unstay*, *sweat*, *wet*, and *work*.

3. Will you give the elements of these verbs?

A. First, *awake*; second, *awaking*; third, *awaked* and *awoke*; fourth, *awaked* and *awoke*.

First, *bereave*; second, *bereaving*; third, *bereaved* and *bereft*; fourth, *bereaved* and *bereft*.

First, *build*; second, *building*; third, *builded* and *built*; fourth, *builded* and *built*.

First, *rebuild*; second, *rebuilding*; third, *rebuilted* and *rebuilt*; fourth, *rebuilted* and *rebuilt*.

First, *burn*; second, *burning*; third, *burned* and *burnt*; fourth, *burned* and *burnt*.

First, *dare* ; second, *daring* ; third, *dared* and *durst* ; fourth, *dared* and *durst*.

First, *dig* ; second, *digging* ; third, *digged* and *dug* ; fourth, *digged* and *dug*.

First, *gild* ; second, *gilding* ; third, *gilded* and *gilt* ; fourth, *gilded* and *gilt*.

First, *regild* ; second, *regilding* ; third, *regilded* and *regilt* ; fourth, *regilded* and *regilt*.

First, *gird* ; second, *girding* ; third, *girded* and *girt* ; fourth, *girded* and *girt*.

First, *ungird* ; second, *ungirding* ; third, *ungirded* and *ungirt* ; fourth, *ungirded* and *ungirt*.

First, *hang* ; second, *hanging* ; third, *hanged* and *hung* ; fourth, *hanged* and *hung*.

First, *kneel* ; second, *kneeling* ; third, *kneeled* and *knelt* ; fourth, *kneeled* and *knelt*.

First, *knit* ; second, *knitting* ; third, *knitted* and *knit* ; fourth, *knitted* and *knit*.

First, *quit* ; second, *quitting* ; third, *quitted* and *quit* ; fourth, *quitted* and *quit*.

First, *shine* ; second, *shining* ; third, *shined* and *shone* ; fourth, *shined* and *shone*.

First, *stave* ; second, *staving* ; third, *staved* and *stove* ; fourth, *staved* and *stove*.

First, *stay* ; second, *staying* ; third, *stayed* and *staid* ; fourth, *stayed* and *staid*.

First, *unstay* ; second, *unstaying* ; third, *unstayed* and *unstaid* ; fourth, *unstayed* and *unstaid*.

First, *sweat* ; second, *sweating* ; third, *sweated* and *sweat* ; fourth, *sweating* and *sweat*.

First, *wet* ; second, *wetting* ; third, *wetted* and *wet* ; fourth, *wetted* and *wet*.

First, *work* ; second, *working* ; third, *worked* and *wrought* ; fourth, *worked* and *wrought*.

4. What can you say of *dare* ?

A. *Dare*, meaning to *challenge*, is regular ; but when it means to *venture*, it is irregular in the third element, and sometimes in the fourth.

5. What can you say of *hang* ?

A. *Hang*, when used in speaking of human beings, is regular, but in speaking of animals and things, it is irregular.

6. Will you analyze the following sentences ; viz. :

1st. He awoke, but finding himself bereft of all his friends, sunk back on his pillow, and wet his couch with his tears.

2d. The house was scarcely built, before it was burned.

3d. You may gild and regild a soiled character, but it will not shine.

4th. The man who works little, will have little.

7. Will you classify the verbs, and give their elements?

8. Will you symbolize all the words?

9. Will you parse the nouns, adjectives, and pronouns?

LESSON LXV.

REDUNDANT VERBS. SIXTH CLASS.

1. What redundant verbs belong to the *sixth* class?

A. Those which are redundant in all their elements.

2. How many verbs belong to this class?

A. Three; viz., *show*, *strow*, and *bestrow*.

3. What are the elements of *show*?

A. First, *show* and *shew*; second, *showing* and *shewing*; third, *showed* and *shewed*; fourth, *showed* and *shown*; *shewed* and *shewn*.

4. What are the elements of *strow*?

A. First, *strow* and *strew*; second, *strowing* and *strewing*; third, *strowed* and *strewed*; fourth, *strowed*, *strown*; and *strewed*, *strewn*.

5. What are the elements of *bestrow*?

A. First, *bestrow* and *bestrew*; second, *bestrowing* and *bestrewing*; third, *bestrowed* and *bestrewed*; fourth, *bestrowed*, *bestrown*, and *bestrewed*, *bestrewn*.

6. Are all the forms of redundant verbs equally used?

A. They are not; some are seldom used.

7. Are any other verbs redundant?

A. Several others were formerly redundant; but the redundant form has become nearly or quite obsolete.

8. Give an example of this.

A. The verb *catch* had formerly a regular form, besides the irregular one given in Lesson LIV.

9. What were then its elements?

A. First, *catch*; second, *catching*; third, *catched* and *caught*; fourth, *catched* and *caught*.

10. Will you analyze the following sentences; viz.:

1st. He showed me a pure river of the water of life.

2d. Strew flowers on the graves of the loved and fallen.

3d. Come near, and I will show you a curiosity.

11. Will you symbolize the words?

12. Classify and give the elements of the verbs.

13. Parse the nouns, adjectives, and pronouns.

LESSON LXVI.

OF PRINCIPAL AND AUXILIARY VERBS.

1. When considered with reference to their *meaning* and *construction*, into how many classes are verbs divided?

A. Into *two* classes, *transitive* verbs, and *intransitive* verbs.

2. What is a *transitive* verb?

A. A verb which does not make complete sense without the addition of an object; as, Henry *struck* William.

3. What is an *intransitive* verb?

A. A verb which makes complete sense without the addition of an object; as, The boy *plays*.

4. When verbs are considered with reference to the formation of their *third* and *fourth* elements, into how many classes are they divided?

A. Into *two* classes; viz., *regular* verbs, and *irregular* verbs.

5. What is a *regular* verb?

A. One which forms its *third* and *fourth* elements by annexing *d*, or *ed*, to the *first* element.

6. What is an *irregular* verb?

A. One which does not form its *third* and *fourth* elements by annexing *d*, or *ed*, to the *first* element.

7. When verbs are considered with reference to the *number of their elements*, into how many classes are they divided?

A. Into *three* classes; viz., *Defective* verbs, *Complete* verbs, and *Redundant* verbs.

8. What is a *defective* verb?

A. A verb which has less than four elements.

9. What is a *complete* verb?

A. A verb which has four elements.

10. What is a *redundant* verb?

A. A verb which has more than four elements.

11. When verbs are considered with reference to their *relations to each other*, as parts of the same verbs, into how many classes are they divided?

A. Into *two* classes; viz., *auxiliary* and *principal* verbs.

12. What is an *auxiliary* verb?

A. A verb which is prefixed to another to indicate its time, purpose, or manner, is an *auxiliary* verb.

13. Illustrate this.

A. When James says, "*I will go*," "*will*" is placed before "*go*" to express *purpose* and *time*, and is an *auxiliary* verb.

14. What is a *principal* verb?

A. The verb to which an *auxiliary* verb is prefixed, is a *principal* verb.

15. Illustrate this.

A. In the sentences, "*I will go*," "*James has come*," "*will*" and "*has*" are the *auxiliary* verbs, and "*go*" and "*come*," to which these are prefixed, are *principal* verbs.

16. Which are *auxiliary*, and which *principal* verbs in each of the following expressions: viz.,

"James has called."

"We do love."

"I shall write."

"You may go."

"Jane must stay."

"Harry should study."

17. Which verbs are used only as *auxiliary* verbs?

A. *Can*, *could*; *may*, *must*, *might*; *shall*, *should*, and *would*.

18. What *principal* verbs are also used as *auxiliaries*?

A. The verbs, "*to be*," "*to do*," "*to have*," and "*to will*."

19. Analyze, symbolize, and parse the following sentence:

Have you seen the teacher? and did you speak to him respecting the sentence we were trying to parse?

LESSON LXVII.

EXERCISES ON THE FOREGOING VERBS.

1. Analyze the following sentences, symbolize the words, parse the nouns, adjectives, and pronouns; classify the verbs, and give their elements.

1st. Your brother, John, has bought Mr. Mason's new house.

2d. Daniel Webster, the statesman, died at his home in Marshfield.

3d. James may bring his slate to the class.

4th. Clara can perform every example of the lesson.

5th. Neither your teachers, nor your parents will be satisfied, unless you improve your time, and make progress in your studies.

6th. Do you know where we can find a copy of the New Grammar?

7th. How strange are many of the daily incidents of life!

8th. I know that my Redeemer liveth.

MODEL.

"Your brother, John, *has* bought Mr. Mason's new house."

This expression makes complete sense, and is, therefore, a sentence.

It is a simple sentence, because it has but one subject and one predicate.

"*Your brother, John,*" is the *complete* subject, because he is the person of whom the sentence speaks.

"*Has bought Mr. Mason's new house,*" is the *complete* predicate, because it is what is said of the subject.

The *essential* subject is, "*brother,*" and the *essential* predicate is, "*has bought.*"

"*Brother*" is modified by the possessive "*your,*" and the explaining noun, "*John.*"

"*Has bought,*" is modified by the noun "*house,*" which is modified by the possessive "*Mr. Mason's,*" and by the adjective "*new.*"

The sentence may be symbolized as follows:

Your brother, John, has bought Mr. Mason's new house.

△ △ △ □ △ ^ △

"*Your*" is a personal pronoun, standing for the name of the person who is spoken to, and is, therefore, of the masculine or feminine gender, second person, and singular number; agreeably to Rule XVII., "Pronouns must agree with the nouns," etc. It here limits the noun "*brother,*" denoting whose brother, and is, therefore, in the possessive case; agreeably to Rule III., "A noun which limits another noun," etc.

"*Brother*" is a common noun, of the masculine gender, third person, and singular number; it is here the subject of the verb "*has bought,*" and is, therefore, in the nominative case; agreeably to Rule I., "The subject," etc.

"*John*" is a proper noun, of the masculine gender, third person, and singular number; it is here added to the noun "*brother,*" which is in the nominative case, to identify or explain it, and is, therefore, in the nominative case; agreeably to Rule VI.

"*Has bought*" is the essential predicate, and is, therefore, a verb.

It requires the addition of an object to complete the sense; hence, it is a transitive verb.

It is irregular, because its *third* and *fourth* elements do not end in *ed*.

It belongs to the *second* class, because its *third* and *fourth* elements are alike.

Its elements are, first, *buy*; second, *buying*; third, *bought*; fourth, *bought*; hence, "*has bought*" is a transitive, irregular verb, of the *second* class, from the verb "*to buy*;" its elements are, first, *buy*; second, *buying*; third, *bought*; fourth, *bought*.

"*Mr. Mason's*" is a proper noun, of the masculine gender, third person, and singular number; it here limits the noun *house*, denoting whose house, and is, therefore, in the possessive case; agreeably to Rule III., "A noun which limits," etc.

"*New*" is a descriptive adjective, and is compared as follows: By superiority — Pos. *new*; comp. *newer*; sup. *newest*. By infe-

riority — *Pos. new* ; comp. *less new* ; sup. *least new*. It is here in the positive degree, qualifying the noun "*house*," and it, therefore, belongs to *house* ; agreeably to Rule XV., etc.

"*House*" is a common noun, of the third person, and singular number ; it here follows and depends on the transitive verb "*has bought*," and is, therefore, in the objective case ; agreeably to Rule IV., "A noun," etc.

2. Write a sentence containing a *regular* verb.
3. Write a sentence containing an *irregular* verb.
4. Write a sentence containing a *defective* verb.
5. Write a sentence containing a *redundant* verb.
6. Write a sentence containing a *transitive* verb.
7. Write a sentence containing an *intransitive* verb.
8. Analyze and parse the sentences you have written.

LESSON LXVIII.

PROPERTIES OF VERBS. MOOD.

1. How many properties have verbs ?
A. Verbs have four properties ; viz., Mood, Tense, Number, and Person.
2. What is the meaning of the word *mood* ?
A. Mood means *manner* or *form*.
3. What is meant by the "*mood of a verb*" ?
A. By the mood of a verb is meant its form, or its manner of representing the act or state of the subject.
4. How many moods have verbs ?
A. Verbs have five moods ; viz., the *indicative*, the *potential*, the *subjunctive*, the *imperative*, and the *infinitive*.
5. What is the *indicative* mood ?
A. The *indicative* mood is that form of the verb which is used in positive assertions.
6. Give examples of the *indicative* mood.
A. "*John plays*." "*Henry will not study*." "*Jane has recited her lesson*." Here "*plays*," "*will study*," and "*has recited*," are in the indicative mood.
7. What is the *potential* mood ?
A. The *potential* mood is that form of the verb, which expresses permission, power, or necessity.
8. Give examples of the *potential* mood.
A. "*Jane may write*." "*Frances can read*." "*Mary must go home*." Here "*may write*," "*can read*," and "*must go*," are in the potential mood.

9. What is the *subjunctive* mood?

A. The *subjunctive* mood is that form of the verb which expresses condition or uncertainty.

10. Give examples of the *subjunctive* mood.

A. "*If he come, I shall see him.*" "*He will not be pardoned, unless he repent.*" Here "*come*" and "*repent*" are in the *subjunctive* mood.

11. What is the *imperative* mood?

A. The *imperative* mood is that form of the verb which commands, or expresses authority.

12. Give examples of the *imperative* mood.

A. "*Go thou.*" "*Repent ye.*" Here "*go*" and "*repent*" are in the *imperative* mood.

13. What is the *infinitive* mood?

A. The *infinitive* mood is that form of the verb which expresses its action or state *in an abstract or general manner*.

14. Give examples of the *infinitive* mood.

A. "*To be,*" "*to do,*" "*to love,*" "*to have endured,*" are all in the *infinitive* mood.

15. Are *all* the elements of the verb found in *each* mood?

A. They are not. The third element is found only in the *indicative*, and the *subjunctive* moods.

LESSON LXIX.

PROPERTIES OF VERBS. TENSE.

1. What is the meaning of the word *tense*?

A. *Tense*, as used in Grammar, means *time*.

2. What is meant by the *tense of a verb*?

A. The form by which it indicates the time of an action, event, or state.

3. How many tenses have verbs?

A. Verbs have six tenses; viz., the *present*, the *past*, the *future*, the *present perfect*, the *past perfect*, and the *future perfect*.

4. What is the *present* tense?

A. That form of the verb which denotes present action or state; as, "*The men are walking.*" "*Boys play.*"

5. What is the *past* tense?

A. That form of the verb which denotes action or existence, either as completed, or as continuing, in past time; as, "*John was writing a letter.*" "*Henry went home.*"

6. What is the *future* tense?

A. That form of the verb which denotes action or state at a future time. "*Jesse will write.*" "*I shall go.*"

7. What is the *present perfect* tense?

A. That form of the verb which denotes action or state, as commenced in past time, but continuing to, or completed at, the present time; as, "Father *has written* a letter this morning."
"Jane *has been* from home for a week."

8. What is the *past perfect* tense?

A. That form of the verb which denotes an action or state as existing or completed prior to some past time mentioned; as, "I *had finished* the work, when you arrived."

9. What is the *future perfect* tense?

A. That form of the verb which denotes action or state that will be going on or completed at or before some future time mentioned. "I *shall have recited* at two o'clock."

10. Will you give a brief summary of the meaning of the several tenses?

A. The *present* tense represents *present* time.

The *past* tense represents *past* time.

The *future* tense represents *future* time.

The *present perfect* tense represents *past time continuing to the present*.

The *past perfect* tense represents *past time before another past time*.

The *future perfect* tense represents *future time before another future time*.

LESSON LXX.

PROPERTIES OF VERBS. NUMBER AND PERSON.

1. What is meant by the *person* of a verb?

A. The form by which it denotes the person of its subject; as, I *love*; thou *lovest*; he *loves*.

2. How many *persons* have verbs?

A. Verbs have three persons; viz., the *first*, the *second*, and the *third*.

3. What is the *first* person?

A. That form of the verb, which denotes that its subject is the person who is speaking.

4. What is the *second* person?

A. That form of the verb which denotes that its subject is the person who is spoken to.

5. What is the *third* person?

A. That form of the verb which denotes that its subject is the person who is spoken of.

6. When, then, is a verb of the *first* person?

A. When its subject is of the first person.

7. When is a verb of the *second* person?

- A. When its subject is of the second person.
 8. When is a verb of the *third* person?
 A. When its subject is of the third person.
 9. What is meant by the number of a verb?
 A. The form by which it denotes the unity, or the plurality of its subject.
 10. How many numbers have verbs?
 A. Verbs have two numbers; viz., the *singular* and the *plural*.
 11. What is the *singular* number of a verb?
 A. The form by which it denotes that its subject is only *one* person or thing.
 12. What is the *plural* number of a verb?
 A. The form by which it denotes that its subject is *more* than one person or thing.
 13. When, then, is a verb of the *singular* number?
 A. When its subject is singular.
 14. When is a verb of the *plural* number?
 A. When its subject is plural.
 15. In what respects, then, does a verb agree with its subject?
 A. In number and person.
 16. What Rule is based on this agreement?
 A. Rule XVIII. A finite verb must agree with its subject in number and person.

LESSON LXXI.

OF THE INDICATIVE MOOD.

1. What is the *indicative* mood?
 A. That form of a verb which is used in direct assertions.
 2. Give examples of the *indicative* mood.
 A. "The boys *are playing*." "John *will not learn*." "*Has* Jane *recited* her lesson?" Here, "*are playing*," "*will learn*," and "*has recited*," are in the indicative mood.
 3. How many tenses has the *indicative* mood?
 A. The *indicative* mood has six tenses.
 4. What is the form of the indicative *present*?
 A. The *indicative present* consists simply of the *first* element of the verb; as, I *am*; I *do*; I *love*.
 5. What exceptions to this rule?
 A. For the sake of *emphasis*, or *interrogation*, *do* is sometimes prefixed to the first element; as, I *do love*; *do* I *love*?
 6. What is the form of the *past* tense of the *indicative* mood?
 A. The *indicative past* consists of the *third* element of the verb; as, I *was*; I *loved*.

7. What exception in the formation of this tense?

A. For the sake of *emphasis*, or *interrogation*, the *past tense* is sometimes formed by placing the auxiliary *did* before the *first* element; as, *I did love*; *did I love*?

8. How is the *indicative future* formed?

A. By placing *shall* or *will* before the *first* element; as, *I shall write*; *I will study*.

9. How is the *indicative present perfect* formed?

A. By placing *have* before the *fourth* element; as, *I have loved*.

10. How is the *indicative past perfect* formed?

A. By placing *had* before the *fourth* element; as, *I had loved*.

11. How is the *indicative future perfect* formed?

A. By placing *shall have*, or *will have*, before the *fourth* element; as, *I shall have loved*; *I will have written*.

12. What are the words placed before the first and fourth elements to form the moods and tenses, called?

A. They are called *auxiliary* verbs.

13. What are the elements to which these auxiliaries are prefixed called?

A. They are called *principal* verbs.

LESSON LXXII.

OF THE POTENTIAL MOOD.

1. What is the *potential* mood?

A. The potential mood is that form of the verb which denotes *permission*, *power*, or *necessity*.

2. How many tenses has the *potential* mood?

A. The potential mood has *four* tenses.

3. Which are they?

A. They are commonly known as the *present*, the *past*, the *present perfect*, and the *past perfect* tenses.

4. How is *future* time expressed in this mood?

A. The forms called the *present* and *past* tenses, represent *future*, as frequently as *present* time.

5. Why are they named the *present* and the *past* tenses?

A. Because the same auxiliaries are used when the time is *future*, as when it is *present* or *past*.

6. Give an illustration of this.

A. When I say, "*John can go now*," I use the same auxiliary, and the same element of the principal verb, as when I say, "*John can go next week*," or "*next year*."

7. How then shall we determine, whether the time is *present* or *future*?

A. By the words with which the verb is connected.

8. How is the present potential formed?

A. By placing *may*, *can*, or *must* before the *first* element of the principal verb; as, "He *may* write;" "We *can* go;" "They *must* study."

9. How is the *past potential* formed?

A. By prefixing *might*, *could*, *would*, or *should*, to the first element of the principal verb; as, "He *might* go;" "We *could* play."

10. Does this tense represent *past* time?

A. Rarely, if ever.

11. Why then is it called the past tense?

A. Because the auxiliaries, *might*, *could*, *would*, and *should*, are supposed to be the third elements of the auxiliaries, *may*, *can*, *will*, and *shall*; and the third element is used only in the past tense.

12. How is the *present perfect* potential formed?

A. By placing *may have*, *can have*, or *must have*, before the *fourth* element of the principal verb; as, "He *may have* gone;" "They *must have* written."

13. How is the *past perfect* potential formed?

A. By placing *might have*, *could have*, *would have*, or *should have*, before the *fourth* element of the principal verb; as, "They *should have* studied;" "We *could have* gone."

LESSON LXXIII.

OF THE SUBJUNCTIVE MOOD.

1. What is the *subjunctive* mood?

A. The subjunctive mood is that form of the verb which expresses *condition*, or *uncertainty*.

2. How many tenses has the *subjunctive* mood?

A. The subjunctive mood has *six* tenses.

3. How may the several tenses of the subjunctive mood be formed?

A. By prefixing *if*, *though*, *although*, *unless*, *lest*, etc., to the corresponding tenses of either the indicative, or the potential mood.

4. What other change is required?

A. The terminations of the second and third persons of the singular number, are omitted, and the same form of the verb is used, as in the first person.

5. Illustrate this.

A. Instead of saying, "If I *write*;" "If thou *writest*;" "If he *writes*;" we say, "If I *write*;" "If thou *write*;" "If he *write*."

6. What, then, will be the second person singular of the verb *to love*, in the subjunctive mood, and present tense?

A. In common language, "*If thou love;*" in emphatic language, "*If thou do love.*"

7. What is the first person singular of the same tense?

A. "*If I love;*" or, "*if I do love.*"

8. What is the first person singular of the *past* tense?

A. "*If I loved;*" or, "*if I did love.*"

9. What is the first person singular of the *future* tense?

A. "*If I shall love;*" or, "*if I will love.*"

10. What of the *present perfect* tense?

A. "*If I have loved.*"

11. What of the *past perfect* tense?

A. "*If I had loved.*"

12. What of the *future perfect* tense?

A. "*If I shall have loved;*" or, "*if I will have loved.*"

13. In what mood and tense is each of the following verbs; viz., "*Has gone,*" "*did write,*" "*will have,*" "*if you study,*" "*do I love,*" "*we will form,*" "*if they prove.*"

A. Model:

"*Has gone*" is formed, by prefixing the auxiliary *has* to the *fourth* element of the verb "*to go;*" and is, therefore, in the *present perfect* tense, of the indicative mood.

14. Give the elements of each of the above verbs.

15. Which are regular, and to which class do they belong?

16. Which are irregular, and to which class do they belong?

17. Write sentences which shall severally contain each of these verbs.

18. Analyze, symbolize, and parse these sentences.

LESSON LXXIV.

OF THE IMPERATIVE AND INFINITIVE MOODS.

1. What is the *imperative* mood?

A. That form of the verb which is used in expressing a command.

2. Give examples of the *imperative* mood.

A. When I say, "*Go thou;*" "*study ye;*" "*sit still;*" the verbs "*go,*" "*study,*" and *sit*, are in the *imperative* mood.

3. To what tense and person, is the *imperative* mood limited?

A. The *imperative* mood is found only in the present tense, and the second person.

4. How does its form differ from that of the indicative present?

A. In the indicative present, the *subject precedes* the verb; but

in the imperative present, the subject either *follows* the verb, or comes between the auxiliary and the principal verb.

5. What is always the subject of the *imperative* mood?

A. *Thou* or *you* in the singular number, and *ye* or *you* in the plural number.

6. Is the subject always expressed?

A. As the subject is always present, and, therefore, known, it is frequently omitted.

7. What is the *infinitive* mood?

A. That form of the verb which expresses its action or state in an abstract and general manner.

8. Give examples of the *infinitive* mood.

A. *To go*; *to write*; *to have gone*; *to have loved*, are in the infinitive mood.

9. How many tenses has the *infinitive* mood?

A. The infinitive mood has two tenses; viz., the *present*, and the *present perfect*.

10. How is the *present infinitive* formed?

A. By prefixing *to* to the first element of the verb.

11. How is the *present perfect infinitive* formed?

A. By prefixing *to have* to the *fourth* element; as, *to have gone*.

12. Is *to* ever omitted before the *infinitive* mood?

A. *To* is generally omitted before the infinitive, when the principal verb is preceded by either of the following verbs; viz., *bid*, *dare*, *feel*, *hear*, *let*, *make*, *see*, and sometimes after *behold*, *have*, and *need*.

13. Is the form of the *infinitive* varied to agree with a subject?

A. The infinitive has no personal subject, and, therefore, no person or number.

14. In what tense are each of the following verbs; viz., *to have*; *to follow*; *to have expressed*; *to act*; *to have studied*; *to have written*; *to love*.

15. Will you analyze each of the following sentences?

1st. August is the last month of Summer.

2d. James found his lost brother and sister.

3d. Some men are more anxious to secure their own honor, than the happiness of those around them.

4th. Jennie heard the clock strike.

5th. I intended to have a perfect lesson to-day.

16. Will you symbolize the words?

17. Will you parse all the nouns?

18. Will you parse all the adjectives?

19. Will you parse all the pronouns?

20. Name all the verbs, and give their elements.

21. Which are regular, and which irregular?

22. Which are transitive, and which intransitive?

23. What is the mood, tense, number, and person of each?

LESSON LXXV.

OF THE PARTICIPLE.

1. When the *second* element of a verb has no auxiliary, what is its construction?

A. It is used either as an adjective or a noun.

2. Give an example of the *second* element used as an adjective.

A. When I say, "The *loving* bride knelt at the altar;" "*loving*," the *second* element of *to love*, is used as an adjective.

3. Give an example of the *second* element used as a noun.

A. When I say, "*writing* is an important branch of education;" "*writing*" is used as a noun.

4. What are words so used called?

A. They are called *participles*.

5. Why are they called *participles*?

A. Because they are partly verbs, and partly nouns or adjectives.

6. How is this explained?

A. They have the *form* and *meaning* of verbs, and the *construction* of nouns or adjectives.

7. Is any other element a *participle*?

A. The *fourth* element is a participle whenever it has no auxiliary, and, also, when it is preceded by *being*, *having*, or *having been*: as, *loved*; *being loved*; *having loved*; *having been loved*.

8. Name the participles in the following sentences, and tell whether they are used as nouns or adjectives.

1st. Napoleon, having defeated the armies of Austria, advanced to Russia.

2d. The praying man will, if sincere, be conscientious in every duty.

3d. The people marched boldly on, rejoicing and singing.

4th. Being drenched with rain, they stopped at the nearest hotel.

5th. Having been routed and defeated again and again, they were forced to surrender.

6th. By keeping the company of knaves, the honest man loses his reputation and character.

9. Which of the participles are *present*?

A. *Loving*, and *being loved*.

10. Which is the *past* participle?

A. The *fourth* element used without an auxiliary.

11. Which are the *past perfect* participles?

A. The *fourth* element preceded by either *having*, or *having been*; as, *Having loved*; *having been loved*.

LESSON LXXVI.

THE CONJUGATION OF A VERB.

1. What is the meaning of the word *conjugation*?

A. *Conjugation* means arranging and joining together.

2. What is meant by the *conjugation of a verb*?

A. The complete arrangement of its several forms, moods, tenses, numbers, and persons.

3. How many *forms* of conjugation are there?

A. There are three forms of conjugation, called the *common*, the *progressive*, and the *passive* forms.

4. How do the *common* and *progressive* forms differ from the *passive*?

A. In the *common* and *progressive* forms, the *subject* of the verb is the *agent*; but in the *passive* form the *subject* of the verb is the *object*.

5. How does the *common* form differ from the *progressive*?

A. In the *common* form the action or state represented is *complete*, in the *progressive* form it is *incomplete*.

6. What verb has only the *common* form of conjugation?

A. The verb *to be* has only the *common* form?

7. What verbs have both the *common* and *progressive* forms?

A. All intransitive verbs *except* the verb *to be*.

8. What verbs have the *three* forms of conjugation?

A. All transitive verbs have three forms of conjugation.

9. What is the meaning of the word *synopsis*?

A. *Synopsis* means a general view or outline.

10. What is meant by the *synopsis of a verb*?

A. An outline of its forms, consisting of the first person singular of each tense of its several moods.

11. Is the first person singular essential?

A. It is not; any other person, either singular or plural, may be used.

12. What is the giving in regular order of the several persons of both numbers of any tense called?

A. It is called the *inflection* of that tense.

13. Of what verb should the *conjugation*, *synopsis*, and *inflection* be first studied?

A. Of the verb *to be*.

14. Why?

A. Because, if its single form be well studied, and thoroughly mastered, all the forms of any other verb may be easily determined.

15. Of what forms is the verb *to be* the auxiliary?

A. Of both the *progressive* and the *passive* forms.

LESSON LXXVII.

CONJUGATION OF THE VERB "TO BE." INDICATIVE MOOD.

1. How many forms has the verb *to be*?

A. The verb *to be* has only the common form of conjugation.

2. Will you give the elements of *to be*?

A. First, *be* or *am*; second, *being*; third, *was*; fourth, *been*.

3. Will you give the synopsis of the *indicative* mood?

A. *Present Tense*, I am,
Past Tense, I was,
Future Tense, I shall or will be,
Present Perfect Tense, I have been,
Past Perfect Tense, I had been,
Future Perfect Tense, I shall or will have been.

4. Will you inflect the *present tense*?

A. SINGULAR.

1st Per. I am,
 2d Per. Thou art,
 3d Per. He is;

PLURAL.

1st Per. We are,
 2d Per. Ye or you are,
 3d Per. They are.

5. Will you inflect the *past tense*?

A. SINGULAR.

1st Per. I was,
 2d Per. Thou wast,
 3d Per. He was;

PLURAL.

1st Per. We were,
 2d Per. Ye or you were,
 3d Per. They were.

6. Will you inflect the *future tense*?

A. SINGULAR.

1st Per. I shall or will be,
 2d Per. Thou shalt or wilt be,
 3d Per. He shall or will be;

PLURAL.

1st Per. We shall or will be,
 2d Per. Ye or you shall or will be,
 3d Per. They shall or will be.

7. Will you inflect the *present perfect tense*?

A. SINGULAR.

1st Per. I have been,
 2d Per. Thou hast been,
 3d Per. He has been;

PLURAL.

1st Per. We have been,
 2d Per. Ye or you have been,
 3d Per. They have been.

8. Will you inflect the *past perfect tense*?

A. SINGULAR.

1st Per. I had been,
 2d Per. Thou hadst been,
 3d Per. He had been;

PLURAL.

1st Per. We had been,
 2d Per. Ye or you had been,
 3d Per. They had been.

9 Will you inflect the *future perfect tense*?

A. SINGULAR.

PLURAL.

1st Per. I shall or will have
been,

1st Per. We shall or will have
been,

2d Per. Thou shalt or wilt
have been,

2d Per. Ye or you shall or will
have been,

3d Per. He shall or will have
been;

3d Per. They shall or will have
been.

10. What auxiliary is used in the *future tense*?

11. What one in the *present perfect tense*?

12. What one in the *past perfect tense*?

13. What one in the *future perfect tense*?

14. Name the auxiliaries of the several tenses in order.

15. Of what tense is *have* the auxiliary?

16. How is each tense formed?

LESSON LXXVIII.

CONJUGATION OF "TO BE." POTENTIAL MOOD.

1. How many tenses has the *potential mood*?

A. The potential mood has four tenses.

2. Which are they?

A. The *present*, the *past*, the *present perfect*, and the *past perfect* tenses.

3. How is *future time* expressed in the *potential mood*?

4. Will you give the synopsis of *to be* in the *potential mood*?

A. *Present*, I may, can, or must be,

Past, I might, could, would, or should be,

Present Perfect, I may, can, or must have been,

Past Perfect, I might, could, would, or should have been.

5. Will you inflect the *present tense*?

A. SINGULAR.

PLURAL.

1st Per. I may, can, or must be,

1st Per. We may, can, or must be,

2d Per. Thou mayest, canst,
or must be,

2d Per. Ye or you may, can, or
must be,

3d Per. He may, can, or
must be;

3d Per. They may, can, or must
be.

6. Will you inflect the *past tense*?

A. SINGULAR.

PLURAL.

1st Per. I might, could, would,
or should be,

1st Per. We might, could, would,
or should be,

2d Per. Thou mightst, couldst, wouldst, or shouldst be,
 3d Per. He might, could, would, or should be;

2d Per. Ye or you might, could, would, or should be,
 3d Per. They might, could, would, or should be.

7. Will you inflect the *present perfect* tense?

A. SINGULAR.

PLURAL.

1st Per. I may, can, or must have been,

1st Per. We may, can, or must have been,

2d Per. Thou mayst, canst, or must have been,

2d Per. Ye or you may, can, or must have been,

3d Per. He may, can, or must have been;

3d Per. They may, can, or must have been.

8. Will you inflect the *past perfect* tense?

A. SINGULAR.

PLURAL.

1st Per. I might, could, would, or should have been,

1st Per. We might, could, would, or should have been,

2d Per. Thou mightst, couldst, wouldst, or shouldst have been,

2d Per. Ye or you might, could, would, or should have been,

3d Per. He might, could, would, or should have been;

3d Per. They might, could, would, or should have been.

9. What element of the principal verb is used in the *present* tense?

10. What element in the *past* tense?

11. What element in the *present perfect* tense?

12. What element in the *past perfect* tense?

13. What is the auxiliary in the *present* tense?

14. What in the *past* tense?

15. What in the *present perfect* tense?

16. What in the *past perfect* tense?

17. Which of these tenses represent either present or future time?

18. How can we determine the time of these tenses?

LESSON LXXIX.

CONJUGATION OF "TO BE." SUBJUNCTIVE MOOD.

1. How many tenses has the *subjunctive* mood?

A. The subjunctive mood has six tenses.

2. How are these tenses formed?

A. By prefixing *if, though, unless*, etc., to the corresponding tenses of the indicative or the potential mood.

A. *Present Tense*, If I am, or if I be,
Past Tense, If I was, or if I were,
Future Tense, If I shall or will be,
Present Perfect Tense, If I have been,
Past Perfect Tense, If I had been,
Future Perfect Tense, If I shall or will have been.

1st Per. If I am, or if I be,	1st Per. If we are, or if we be,
2d Per. If thou art, or if thou be,	2d Per. If ye or you are, or if ye or you be,
3d Per. If he is, or if he be ;	3d Per. If they are, or if they be.

1st Per. If I was, or if I were, 1st Per. If we were,
2d Per. If thou wast, or if thou were, 2d Per. If ye or you were,
3d Per. If he was, or if he were; 3d Per. If they were.

1st Per. If I shall or will be,	1st Per. If we shall or will be,
2d Per. If thou shall or will be,	2d Per. If ye or you shall or will be,
3d Per. If he shall or will be ;	3d Per. If they shall or will be.

1st Per. If I have been,	1st Per. If we have been,
2d Per. If thou hast, or have been,	2d Per. If ye or you have been,
3d Per. If he has, or have been;	3d Per. If they have been.

<i>1st Per.</i> If I had been,	<i>1st Per.</i> If we had been,
<i>2d Per.</i> If thou hadst or had	<i>2d Per.</i> If ye or you had been,
been,	
<i>3d Per.</i> If he had been ;	<i>3d Per.</i> If they had been.

1st Per. If I shall or will have been, 1st Per. If we shall or will have been,

2d Per. If thou shalt or wilt 2d Per. If ye or you shall or
have been, or if thou shall or will have been,
will have been.

3d Per. If he shall or will 3d Per. If they shall or will
have been; have been.

10. Will you give the synopsis of the third person singular?

11. Of the second person singular?

12. Of the second person plural?

LESSON LXXX.

CONJUGATION OF "TO BE." IMPERATIVE AND INFINITIVE MOODS AND PARTICIPLE.

1. How many tenses has the *imperative* mood?

A. The imperative mood has only the present tense.

2. How many persons has this mood?

A. The imperative mood has only the *second* person.

3. Will you inflect the *imperative* mood of the verb *to be*?

A. SINGULAR.

PLURAL.

1st Per. Wanting.

1st Per. Wanting.

2d Per. Be thou, or do thou

2d Per. Be ye or you, or do ye or

be,

you be.

3d Per. Wanting.

3d Per. Wanting.

4. How many tenses has the *infinitive* mood?

A. The infinitive mood has two tenses; viz., The *present* and the *present perfect*.

5. How many persons and numbers has this mood?

A. The infinitive mood has neither person nor number.

6. Will you give the *infinitive* tenses of *to be*?

A. *Present Tense*, To be,

Present Perfect Tense, To have been.

7. How many *participles* has this verb?

A. The verb *to be* has three participles; viz., the *present*, the *past*, and the *past perfect*.

8. Are the *participles* varied or inflected?

A. They are not.

9. What is the *present participle* of *to be*?

A. The present participle of *to be*, is *being*.

10. What is the *past participle*?

A. The past participle of *to be*, is *been*.

11. What is the *past perfect participle*?

A. The past perfect participle of *to be*, is, *having been*.

12. Will you give the entire synopsis of *to be*?

A.

<i>Tenses.</i>	<i>Indicative.</i>	<i>Potential.</i>	<i>Subjunctive.</i>	<i>Imperative.</i>	<i>Infinitive.</i>	<i>Part.</i>
<i>Present.</i>	I am,	I may, can, or must be,	If I be,	Be thou, or do thou be,	To be,	Being.
<i>Past.</i>	I was,	I might, could, would, or should be,	If I were,			Been.
<i>Future.</i>	I shall or will be,		If I shall or will be,			
<i>Present Perfect.</i>	I have been,	I may, can, or must have been,	If I have been,		To have been,	
<i>Past Perfect.</i>	I had been,	I might, could, would, or should have been.	If I had been.			Having been.
<i>Future Perfect.</i>	I shall or will have been.		If I shall or will have been.			

13. Inflect all the tenses of the *indicative* mood.
 14. Inflect all the tenses of the *potential* mood.
 15. Inflect all the tenses of the *subjunctive* mood.
 16. Inflect the *imperative* mood.

LESSON LXXXI.

COMPLETE CONJUGATION OF THE VERB "TO BE."

INDICATIVE MOOD.

Present Tense.

SINGULAR.

- 1st Per. I am,
 2d Per. Thou art,
 3d Per. He is;

PLURAL.

- 1st Per. We are,
 2d Per. Ye or you are,
 3d Per. They are.

Past Tense.

SINGULAR.

- 1st Per. I was,
 2d Per. Thou wast,
 3d Per. He was;

PLURAL.

- 1st Per. We were,
 2d Per. Ye or you were,
 3d Per. They were.

Future Tense.

SINGULAR.

- 1st Per. I shall or will be,
 2d Per. Thou shalt or wilt be,
 3d Per. He shall or will be;

PLURAL.

- 1st Per. We shall or will be,
 2d Per. Ye or you shall or will be,
 3d Per. They shall or will be.

Present Perfect Tense.

SINGULAR.

PLURAL.

1st Per. I have been,

1st Per. We have been,

2d Per. Thou hast been,

2d Per. Ye or you have been,

3d Per. He has been;

3d Per. They have been.

Past Perfect Tense.

SINGULAR.

PLURAL.

1st Per. I had been,

1st Per. We had been,

2d Per. Thou hadst been,

2d Per. Ye or you had been,

3d Per. He had been;

3d Per. They had been.

Future Perfect Tense.

SINGULAR.

PLURAL.

1st Per. I shall or will have been,

1st Per. We shall or will have been,

2d Per. Thou shalt or wilt have been,

2d Per. Ye or you shall or will have been,

3d Per. He shall or will have been;

3d Per. They shall or will have been.

POTENTIAL MOOD.

Present Tense.

SINGULAR.

PLURAL.

1st Per. I may, can, or must be,

1st Per. We may, can, or must be,

2d Per. Thou mayst, canst, or must be,

2d Per. Ye or you may, can, or must be,

3d Per. He may, can, or must be;

3d Per. They may, can, or must be.

Past Tense.

SINGULAR.

PLURAL.

1st Per. I might, could, would, or should be,

1st Per. We might, could, would, or should be,

2d Per. Thou mightst, couldst, wouldst, or shouldst be,

2d Per. Ye or you might, could, would, or should be,

3d Per. He might, could, would, or should be;

3d Per. They might, could, would, or should be.

Present Perfect Tense.

SINGULAR.

PLURAL.

1st Per. I may, can, or must have been,

1st Per. We may, can, or must have been,

2d Per. Thou mayst, canst, or must have been,

2d Per. Ye or you may, can, or must have been,

3d Per. He may, can, or must have been;

3d Per. They may, can, or must have been.

Past Perfect Tense.

SINGULAR.

PLURAL.

- 1st Per. I might, could, would, or should have been,
 2d Per. Thou mightst, couldst, wouldst, or shouldst have been,
 3d Per. He might, could, would, or should have been;
- 1st Per. We might, could, would, or should have been,
 2d Per. Ye or you might, could, would, or should have been,
 3d Per. They might, could, would, or should have been.

SUBJUNCTIVE MOOD.

Present Tense.

SINGULAR.

PLURAL.

- 1st Per. If I am, or if I be,
 2d Per. If thou art, or if thou be,
 3d Per. If he is, or if he be;
- 1st Per. If we are, or if we be,
 2d Per. If ye or you are, or if ye or you be,
 3d Per. If they are, or if they be.

Past Tense.

SINGULAR.

PLURAL.

- 1st Per. If I was, or if I were,
 2d Per. If thou wast, wert, or were,
 3d Per. If he was, or if he were;
- 1st Per. If we were,
 2d Per. If ye or you were,
 3d Per. If they were.

Future Tense.

SINGULAR.

PLURAL.

- 1st Per. If I shall or will be,
 2d Per. If thou shall or will be, or if thou shalt or will be.
 3d Per. If he shall or will be;
- 1st Per. If we shall or will be,
 2d Per. If ye or you shall or will be,
 3d Per. If they shall or will be.

Present Perfect Tense.

SINGULAR.

PLURAL.

- 1st Per. If I have been,
 2d Per. If thou have or hast been,
 3d Per. If he have, or has been;
- 1st Per. If we have been,
 2d Per. If ye or you have been,
 3d Per. If they have been.

Past Perfect Tense.

SINGULAR.

PLURAL.

- 1st Per. If I had been,
 2d Per. If thou hadst or had been,
 3d Per. If he had been;
- 1st Per. If we had been,
 2d Per. If ye or you had been,
 3d Per. If they had been.

Future Perfect Tense.

SINGULAR.

PLURAL.

- 1st Per. If I shall or will have been,
 1st Per. If we shall or will have been,

2d Per. If thou shall or will have been,	2d Per. If ye or you shall or will have been,
3d Per. If he shall or will have been;	3d Per. If they shall or will have been.

IMPERATIVE MOOD.

Present Tense.

SINGULAR.

1st Per.

2d Per. Be thou, do thou be;

3d Per.

PLURAL.

1st Per.

2d Per. Be ye or you, or do ye
or you be.

3d Per.

INFINITIVE MOOD.

Present Tense, To be,

Present Perfect Tense, To have been.

PARTICIPLES.

Present Participle, Being,

Past Participle, Been,

Past Perfect Participle, Having been.

What is said of *been* as the past participle?

A. *Been* is never used alone as a participle; it is only found as the *fourth* element of the verb *to be*, and as such is always preceded by an auxiliary.

LESSON LXXXII.

PARSING OF THE VERB "TO BE," AND EXERCISES.

1. What should be told in parsing a verb?

A. The part of speech, and of what kind and class; the form, mood, tense, number, person, and subject; and the Rule for its agreement.

2. What is the Rule for the agreement of a verb?

A. Rule XVIII. A finite verb must agree with its subject in number and person.

3. What is a *finite* verb?

A. Every verb which is not in the infinitive mood is a *finite* verb.

4. Does a verb in the *infinitive* mood ever have a subject?

A. It does sometimes, but not generally.

5. In what case must the subject of an infinitive be?

A. In the *objective* case.

6. What Rule should be given for the subject of an *infinitive*?

A. Rule II. The subject of a verb in the infinitive mood must be in the objective case.

7. What Rule should be given when we parse a verb in the *infinitive* mood?

A. Rule XIX. A verb in the infinitive mood is governed by the word on which it depends.

8. What Rule should be given when we parse a *participle* which has the construction of an adjective?

A. Rule XII. Participles having the construction of adjectives, belong to the nouns which they qualify or limit.

9. Will you parse the verb "*is*" in the sentence, "*My father is in the city*"?

A. "*Is*" is an intransitive, irregular verb, of the *fourth* class, from the verb *to be*; its elements are, first, *be* or *am*; second, *being*; third, *was*; fourth, *been*. It is here found in the common form, indicative mood, and present tense, and is of the third person, and singular number, to agree with its subject, "*father*;" agreeably to Rule XVIII., "A finite verb must agree with its subject in number and person."

10. Why is "*is*" an *intransitive* verb?

11. Why is it *irregular*?

12. Why is it of the *fourth* class?

13. Is it a *defective*, *complete*, or *redundant* verb?

14. Why is it *redundant*?

15. Will you parse *has been*, in the sentence, "*Jane has been absent a year*"?

A. "*Has been*" is an intransitive, irregular verb, from the verb *to be*; its elements are, first, *be* or *am*; second, *being*; third, *was*; fourth, *been*. It is here found in the common form, indicative mood, and present perfect tense; and is of the third person, and singular number, to agree with its subject "*Jane*;" agreeably to Rule XVIII., "A finite verb must agree with its subject in number and person."

16. Will you parse the verb "*to be*" in the sentence, "*Mother wishes you to be good*"?

"*To be*" is an intransitive, irregular verb, of the *fourth* class, from the verb *to be*; its elements are, first, *be* or *am*; second, *being*; third, *was*; fourth, *been*. It is here found in the common form, infinitive mood, and present tense, and as it depends on the pronoun "*you*," it is governed by "*you*;" agreeably to Rule XIX., "A verb in the infinitive mood is governed by the word on which it depends."

17. Will you analyze the following sentences?

1st. On Sabbath morning, many of the people were at meeting.

2d. The horses and cows were in the field.

3d. A good name is like precious ointment.

4th. Have the children been at school?

5th. Henry is to be Mr. Baker's clerk.

6th. I am anxious to be a teacher.

- 7th. Thou art welcome to my house.
- 8th. We will be with you during your visit to the country.
- 9th. Be in season every day.
- 10th. Ye are my friends, chosen and true.
18. Will you symbolize the words?
19. Will you parse the nouns?
20. Will you parse the adjectives?
21. Will you parse the pronouns?
22. Will you parse the verbs?

LESSON LXXXIII.

CONJUGATION OF THE VERB. COMMON FORM.

1. What are all the forms of any tense called?
A. The *paradigm* of that tense.
2. What are all the forms which have been given of the verb *to be* called?
A. They are called the *paradigm* of the verb "*to be*."
3. What changes are necessary in giving the *paradigm* of any other verb?
A. The *paradigm* of the verb *to be*, which has already been given, will become the *paradigm* of the common form of any other verb, by substituting in the place of the several elements of the verb *to be*, the corresponding elements of the required verb.
4. Will you illustrate this?
A. The present tense of the indicative mood of the verb *to be*, is *I am*; if instead of *am*, we write after *I* the first element of any other verb, we shall have the same tense of that verb; as, *I love*; *I hope*; *I work*; *I write*.
5. What is the indicative present of *to wish*? *to think*? *to read*? *to study*? *to run*? *to walk*?
6. Will you give the synopsis of the *indicative* mood of the common form of *to love*?
A. *Present Tense*, I love, or I do love;
Past Tense, I loved, or I did love;
Future Tense, I shall or will love;
Present Perfect Tense, I have loved;
Past Perfect Tense, I had loved;
Future Perfect Tense, I shall or will have loved.
7. How is each of these tenses formed?
8. Will you give the synopsis of the *indicative* mood of the common form of each of the following verbs: *learn*, *write*, *think*, *please*, *do*, *act*, *laugh*, *study*, *expect*, *dress*, *swim*, *sell*, *tell*, *make*, *prevent*, *rebuke*, *entreat*, *undertake*?

9. Will you give the synopsis of the *potential* mood of the common form of *to love*?

- A. *Present Tense*, I may, can, or must love;
Past Tense, I might, could, would, or should love;
Present Perfect Tense, I may, can, or must have loved;
Past Perfect Tense, I might, could, would, or should have loved.

10. Will you, in like manner, give the synopsis of each of the verbs in question 8th?

11. Will you give the synopsis of the *subjunctive* mood of *love*?

- A. *Present Tense*, If I love, or if I do love;
Past Tense, If I loved, or if I did love;
Future Tense, If I shall or will love;
Present Perfect Tense, If I have loved;
Past Perfect Tense, If I had loved;
Future Perfect Tense, If I shall or will have loved.

12. Give also the synopsis of the other verbs as above.

13. What is the *imperative* mood of *to love*?

- A. Love thou, or do thou love.

14. What is the *infinitive* mood?

- A. *Present Tense*, To love;
Present Perfect Tense, To have loved.

15. What are the *participles* of *to love*?

- A. *Present Participle*, Loving;
Past Perfect, Having loved.

LESSON LXXXIV.

PARADIGM OF "TO LOVE." COMMON FORM.

1. Will you inflect all the tenses of the *indicative* mood of the verb *to love*?

- A. *Present Tense.*

SINGULAR.

PLURAL.

- | | |
|-----------------------------------|------------------------------------|
| 1st Per. I love or do love, | 1st Per. We love or do love, |
| 2d Per. Thou lovest or dost love, | 2d Per. Ye or you love or do love, |
| 3d Per. He loves or does love; | 3d Per. They love or do love. |

Past Tense.

SINGULAR.

PLURAL.

- | | |
|-------------------------------------|--------------------------------------|
| 1st Per. I loved or did love, | 1st Per. We loved or did love, |
| 2d Per. Thou lovedst or didst love, | 2d Per. Ye or you loved or did love, |
| 3d Per. He loved or did love; | 3d Per. They loved or did love. |

Future Tense.

SINGULAR.

PLURAL.

- | | |
|----------------------------------|---------------------------------------|
| 1st Per. I shall or will love, | 1st Per. We shall or will love, |
| 2d Per. Thou shalt or wilt love, | 2d Per. Ye or you shall or will love, |
| 3d Per. He shall or will love; | 3d Per. They shall or will love. |

Present Perfect Tense.

SINGULAR.

PLURAL.

- | | |
|--------------------------|-------------------------------|
| 1st Per. I have loved, | 1st Per. We have loved, |
| 2d Per. Thou hast loved, | 2d Per. Ye or you have loved, |
| 3d Per. He has loved; | 3d Per. They have loved. |

Past Perfect Tense.

SINGULAR.

PLURAL.

- | | |
|---------------------------|------------------------------|
| 1st Per. I had loved, | 1st Per. We had loved, |
| 2d Per. Thou hadst loved, | 2d Per. Ye or you had loved, |
| 3d Per. He had loved; | 3d Per. They had loved. |

Future Perfect Tense.

SINGULAR.

PLURAL.

- | | |
|--|---|
| 1st Per. I shall or will have loved, | 1st Per. We shall or will have loved, |
| 2d Per. Thou shalt or wilt have loved, | 2d Per. Ye or you shall or will have loved, |
| 3d Per. He shall or will have loved; | 3d Per. They shall or will have loved. |

2. Will you inflect all the tenses of the *potential* mood?

A.

Present Tense.

SINGULAR.

PLURAL.

- | | |
|--|---|
| 1st Per. I may, can, or must love, | 1st Per. We may, can, or must love, |
| 2d Per. Thou mayst, canst, or must love, | 2d Per. Ye or you may, can, or must love, |
| 3d Per. He may, can, or must love; | 3d Per. They may, can, or must love. |

Past Tense.

SINGULAR.

PLURAL.

- | | |
|---|--|
| 1st Per. I might, could, would, or should love, | 1st Per. We might, could, would, or should love, |
| 2d Per. Thou mightst, couldst, wouldst, or shouldst love, | 2d Per. Ye or you might, could, would, or should love, |
| 3d Per. He might, could, would, or should love; | 3d Per. They might, could, would, or should love. |

Present Perfect Tense.

SINGULAR.

- 1st Per. I may, can, or must have loved,
 2d Per. Thou mayst, canst, or must have loved,
 3d Per. He may, can, or must have loved;

PLURAL.

- 1st Per. We may, can, or must have loved,
 2d Per. Ye or you may, can, or must have loved,
 3d Per. They may, can, or must have loved.

Past Perfect Tense.

SINGULAR.

- 1st Per. I might, could, would, or should have loved,
 2d Per. Thou mightst, couldst, wouldst, or shouldst have loved,
 3d Per. He might, could, would, or should have loved;

PLURAL.

- 1st Per. We might, could, would, or should have loved,
 2d Per. Ye or you might, could, would, or should have loved,
 3d Per. They might, could, would, or should have loved.

3. Will you inflect all the tenses of the *subjunctive* mood?

A.

Present Tense.

SINGULAR.

- 1st Per. If I love,
 2d Per. If thou love,
 3d Per. If he love;

PLURAL.

- 1st Per. If we love,
 2d Per. If ye or you love,
 3d Per. If they love.

Past Tense.

SINGULAR.

- 1st Per. If I loved,
 2d Per. If thou loved,
 3d Per. If he loved;

PLURAL.

- 1st Per. If we loved,
 2d Per. If ye or you loved,
 3d Per. If they loved.

Future Tense.

SINGULAR.

- 1st Per. If I shall or will love,
 2d Per. If thou shall or will love, or if thou shalt or wilt love,
 3d Per. If he shall or will love;

PLURAL.

- 1st Per. If we shall or will love,
 2d Per. If ye or you shall or will love,
 3d Per. If they shall or will love.

Present Perfect Tense.

SINGULAR.

- 1st Per. If I have loved,
 2d Per. If thou hast or have loved,
 3d Per. If he has or have loved;

PLURAL.

- 1st Per. If we have loved,
 2d Per. If ye or you have loved,
 3d Per. If they have loved.

Future Perfect Tense.

A. SINGULAR.

PLURAL.

1st Per. If I shall or will have loved,

1st Per. If we shall or will have loved,

2d Per. If thou shall or will have loved,

2d Per. If ye or you shall or will have loved,

3d Per. If he shall or will have loved;

3d Per. If they shall or will have loved.

4. Will you inflect the *imperative* mood?

A. SINGULAR.

PLURAL.

2d Per. Love thou, or do thou love;

2d Per. Love ye or you, or do ye or you love.

5. What is the *infinitive* mood of the same verb?

A. *Present Tense*, To love,
Present Perfect Tense, To have loved.

6. What are the *participles*?

A. *Present Participle*, Loving,
Past Perfect Participle, Having loved.

7. Will you analyze the following sentences?

1st. The fear of man bringeth a snare.

2d. Buy the truth and sell it not.

3d. Man is both mortal and immortal.

4th. We went to see the elephant.

5th. Be not in haste to become rich.

8. Will you symbolize the words?

9. Will you parse the nouns?

10. Will you parse the adjectives?

11. Will you parse the pronouns?

12. Will you parse the verbs?

13. Will you give the synopsis of all the verbs?

LESSON LXXXV.

CONJUGATION OF A VERB. PROGRESSIVE FORM.

1. What is the *progressive form* of a verb?

A. That form in which the agent is the subject, and the action or state expressed by the verb, is represented as incomplete, and continuing.

2. What verbs have the *progressive form*?

A. All verbs, except the verb *to be*, and defective verbs.

3. How is it formed?

A. By prefixing the several moods, tenses, numbers, and persons of the verb *to be* to the *second* element of any other verb.

4. Will you give the synopsis of the *progressive form* of the verb *to love*, through all the moods and tenses?

INDICATIVE MOOD.

Present Tense, I am loving,
Past Tense, I was loving,
Future Tense, I shall or will be loving,
Present Perfect Tense, I have been loving,
Past Perfect Tense, I had been loving,
Future Perfect Tense, I shall or will have been loving.

POTENTIAL MOOD.

Present Tense, I may, can, or must be loving;
Past Tense, I might, could, would, or should be loving;
Present Perfect Tense, I may, can, or must have been loving;
Past Perfect Tense, I might, could, would, or should have been loving.

SUBJUNCTIVE MOOD.

Present Tense, If I am loving, or if I be loving,
Past Tense, If I was loving, or if I were loving,
Future Tense, If I shall or will be loving,
Present Perfect Tense, If I have been loving,
Past Perfect Tense, If I had been loving,
Future Perfect Tense, If I shall or will have been loving.

IMPERATIVE MOOD.

Present Tense, Be thou loving, or do thou be loving.

INFINITIVE MOOD.

Present Tense, To be loving,
Present Perfect Tense, To have been loving.

PARTICIPLES.

Present, Loving,
Present Perfect, Having been loving.

5. Will you inflect the tenses of the *indicative* mood?
6. Will you inflect the tenses of the *potential* mood?
7. Will you inflect the tenses of the *subjunctive* mood?
8. Will you inflect the *imperative* mood in both numbers?

LESSON LXXXVI.

EXERCISES ON THE PROGRESSIVE FORM.

1. Will you analyze, symbolize, and parse the following sentences, viz.?

1st. Our friends, who have been living in the city, are about to return to the country.

2d. Neither wealth can make a bad man happy, nor poverty a good man unhappy.

3d. We are apt to undervalue our best friends; especially, when they are telling us of our faults.

4th. While you were waiting for me, I was writing a letter.

5th. How rapidly our lives are passing away.

6th. Will you be travelling during the summer?

7th. We are living, acting, and forming characters for eternity.

MODEL.

Our friends, who have been living in the city, are about to return to the country.

This expression makes complete sense, and is, therefore, a sentence.

It is a complex sentence, because it contains but one assertion, and yet has more than one subject and predicate.

The principal clause is, "*Our friends are about to return to the country.*"

The subordinate clause is, "*Who have been living in the city.*"

The subject of the principal clause is, "*Our friends,*" and the predicate, "*are about to return to the country.*"

The subject of the subordinate clause is, "*who,*" and the predicate, "*have been living in the city.*"

The sentence may be symbolized as follows:

Our friends, who have been living in the city, are about

△ △ △ □ ▽ ^ △ □ ▽

to return to the country.

□ ▽ ^ △

"*Our*" is a *personal pronoun*, standing for the name of the persons who are speaking, etc.

"*Friends*" is a common noun, of the masculine and feminine gender, third person, and plural number; it is here the subject, etc.

"*Who*" is a *relative pronoun*, introducing the subordinate clause, "*who have been living in the city,*" and standing for the noun "*friends,*" etc.

"*Have been living*" is an intransitive, regular verb; its elements are, first, *live*; second, *living*; third, *lived*; fourth, *lived*. It is here found in the progressive form, indicative mood, and present perfect tense; and is of the third person, and plural number, to agree with its subject, "*who*"; according to Rule XVIII., "A finite verb must agree with its subject in number and person."

"*In*" is a *preposition*.

"*The*" is a *restrictive adjective*, etc.

"*City*" is a *common noun*, etc.

"*Are*" is an *intransitive, irregular verb*, from the verb *to be*; its elements are first, *be* or *am*; second, *being*; third, *was*; fourth, *been*. It is here found in the common form, indicative mood, and present tense; and is of the third person, and plural number, to agree with its subject "*friends*"; according to Rule XVIII., "A finite verb must agree with its subject in number and person."

"*About*" is a *preposition*.

"*To return*" is an *intransitive, regular verb*; its elements are, first, *return*; second, *returning*; third, *returned*; fourth, *returned*. It is here found in the common form, infinitive mood, and present tense; and as it depends on the preposition "*about*," it is governed by "*about*"; according to Rule XIX., etc.

"*To*" is a *preposition*.

"*The*" is a *restrictive adjective*, etc.

"*Country*" is a *common noun*, etc.

LESSON LXXXVII.

CONJUGATION OF VERBS. PASSIVE FORM.

1. What is the *passive form* of a verb?

A. That in which the object of the common form becomes the subject of the verb.

2. What verbs have the *passive form*?

A. All transitive verbs.

3. How is it formed?

A. By prefixing the several moods, tenses, numbers, and persons of the verb *to be*, to the *fourth* element of any transitive verb.

4. Will you illustrate this?

A. The third person and singular number of the present indicative of *to be*, is, *he is*. If we prefix this to "*loved*," the *fourth* element of the verb *to love*, making "*he is loved*," we have the *passive form* of the verb *to love*, in the indicative mood, present tense, third person, and singular number. So of any other mood, tense, number, and person.

5. Will you give the synopsis of the *indicative* mood of the verb *to love*, in the *passive form*?

- A. *Present Tense*, I am loved,
Past Tense, I was loved,
Future Tense, I shall or will be loved,
Present Perfect Tense, I have been loved,
Past Perfect Tense, I had been loved,
Future Perfect Tense, I shall or will have been loved.

6. Will you give the synopsis of the *potential* mood?

- A. *Present Tense*, I may, can, or must be loved,
Past Tense, I might, could, would, or should be loved,
Present Perfect Tense, I may, can, or must have been loved,
Past Perfect Tense, I might, could, would, or should have been loved.

7. Will you give the synopsis of the *subjunctive* mood?

- A. *Present Tense*, If I am loved, or if I be loved;
Past Tense, If I was loved, or if I were loved;
Future Tense, If I shall or will be loved;
Present Perfect Tense, If I have been loved;
Past Perfect Tense, If I had been loved;
Future Perfect Tense, If I shall or will have been loved.

8. Will you give the *imperative* mood?

- A. Be thou loved, or do thou be loved.

9. Will you give the synopsis of the *infinitive* mood?

- A. *Present Tense*, To be loved;
Present Perfect Tense, To have been loved.

10. What are the *participles*?

- A. *Present Participle*, Being loved;
Past Participle, Loved;
Past Perfect, Having been loved.

11. Will you give the synopsis of the *passive form* of each of the following verbs; viz., *make, hate, desire, remain, think, study*?

LESSON LXXXVIII.

PARADIGM OF THE PASSIVE FORM.

1. Will you inflect all the tenses of the *indicative* mood of *to love* in the *passive form*?

Present Tense.

SINGULAR.

PLURAL.

1st Per. I am loved,

1st Per. We are loved,

2d *Per.* Thou art loved,
3d *Per.* He is loved;

2d *Per.* Ye or you are loved,
3d *Per.* They are loved.

Past Tense.

SINGULAR.

1st *Per.* I was loved,
2d *Per.* Thou wast loved,
3d *Per.* He was loved;

PLURAL.

1st *Per.* We were loved,
2d *Per.* Ye or you were loved,
3d *Per.* They were loved.

Future Tense.

SINGULAR.

1st *Per.* I shall or will be
loved,
2d *Per.* Thou shalt or wilt be
loved,
3d *Per.* He shall or will be
loved;

PLURAL.

1st *Per.* We shall or will be loved,
2d *Per.* Ye or you shall or will be
loved,
3d *Per.* They shall or will be
loved.

Present Perfect Tense.

SINGULAR.

1st *Per.* I have been loved,
2d *Per.* Thou hast been loved,
3d *Per.* He has been loved;

PLURAL.

1st *Per.* We have been loved,
2d *Per.* Ye or you have been
loved,
3d *Per.* They have been loved.

Past Perfect Tense.

SINGULAR.

1st *Per.* I had been loved,
2d *Per.* Thou hadst been loved,
3d *Per.* He had been loved;

PLURAL.

1st *Per.* We had been loved,
2d *Per.* Ye or you had been loved,
3d *Per.* They had been loved.

Future Perfect Tense.

SINGULAR.

1st *Per.* I shall or will have
been loved,
2d *Per.* Thou shalt or wilt
have been loved,
3d *Per.* He shall or will have
been loved;

PLURAL.

1st *Per.* We shall or will have
been loved,
2d *Per.* Ye or you shall or will
have been loved,
3d *Per.* They shall or will have
been loved.

2. Will you inflect all the tenses of the *potential* mood?

Present Tense.

SINGULAR.

1st *Per.* I may, can, or must be
loved,
2d *Per.* Thou mayst, canst, or
must be loved,

PLURAL.

1st *Per.* We may, can, or must be
loved,
2d *Per.* Ye or you may, can, or
must be loved,

3d Per. He may, can, or must be loved; 3d Per. They may, can, or must be loved.

Past Tense.

SINGULAR.

1st Per. I might, could, would, or should be loved,
2d Per. Thou mightst, couldst, wouldst, or shouldst be loved,
3d Per. He might, could, would, or should be loved;

PLURAL.

1st Per. We might, could, would, or should be loved,
2d Per. Ye or you might, could, would, or should be loved,
3d Per. They might, could, would, or should be loved.

Present Perfect Tense.

SINGULAR.

1st Per. I may, can, or must have been loved,
2d Per. Thou mayst, canst, or must have been loved,
3d Per. He may, can, or must have been loved;

PLURAL.

1st Per. We may, can, or must have been loved,
2d Per. Ye or you may, can, or must have been loved.
3d Per. They may, can, or must have been loved.

Past Perfect Tense.

SINGULAR.

1st Per. I might, could, would, or should have been loved,
2d Per. Thou mightst, couldst, wouldst, or shouldst have been loved,
3d Per. He might, could, would, or should have been loved;

PLURAL.

1st Per. We might, could, would, or should have been loved.
2d Per. Ye or you might, could, would, or should have been loved,
3d Per. They might, could, would, or should have been loved.

3. Will you inflect all the tenses of the *subjunctive* mood?

A.

Present Tense.

SINGULAR.

1st Per. If I am or be loved,
2d Per. If thou art or be loved,
3d Per. If he is or be loved;

PLURAL.

1st Per. If we are or be loved,
2d Per. If ye or you are or be loved,
3d Per. If they are or be loved.

Past Tense.

SINGULAR.

1st Per. If I was or were loved,
2d Per. If thou wast or wert loved,
3d Per. If he was or were loved;

PLURAL.

1st Per. If we were loved,
2d Per. If ye or you were loved,
3d Per. If they were loved.

Future Tense.

A. SINGULAR.

PLURAL.

1st Per. If I shall or will be loved,
 2d Per. If thou shalt or wilt be loved,
 3d Per. If he shall or will be loved;

1st Per. If we shall or will be loved,
 2d Per. If ye or you shall or will be loved,
 3d Per. If they shall or will be loved.

Present Perfect Tense.

A. SINGULAR.

PLURAL.

1st Per. If I have been loved,
 2d Per. If thou hast or have been loved,
 3d Per. If he has or have been loved;

1st Per. If we have been loved,
 2d Per. If ye or you have been loved,
 3d Per. If they have been loved.

Past Perfect Tense.

SINGULAR.

PLURAL.

1st Per. If I had been loved,
 2d Per. If thou hadst or had been loved,
 3d Per. If he had been loved;

1st Per. If we had been loved,
 2d Per. If ye or you had been loved,
 3d Per. If they had been loved.

Future Perfect Tense.

A. SINGULAR.

PLURAL.

1st Per. If I shall or will have been loved,
 2d Per. If thou shalt or wilt have been loved,
 3d Per. If he shall or will have been loved;

1st Per. If we shall or will have been loved,
 2d Per. If ye or you shall or will have been loved,
 3d Per. If they shall or will have been loved.

4. What is the *imperative* mood?

A. SINGULAR.

PLURAL.

1st Per.
 2d Per. Be thou, or do thou be loved,
 3d Per.

1st Per.
 2d Per. Be ye or you loved, or do ye or you be loved.
 3d Per.

5. What is the *infinitive* mood?

A. *Present Sense*, To be loved,
Present Perfect Tense, To have been loved.

6. What are the *participles*?

A. *Present*, Being loved,
Past, Loved,
Past Perfect, Having been loved.

7. Will you parse the verb, "*has been recited*," in the sentence, "*The lesson has been recited perfectly*"?

A. "*Has been recited*" is a transitive, regular verb; its elements are, first, *recite*; second, *reciting*; third, *recited*; fourth, *recited*. It is here found in the *passive form*, indicative mood, and present perfect tense; and is of the third person and singular number, to agree with its subject "*lesson*"; according to Rule XVIII., "A finite verb must agree with its subject in number and person."

8. Will you analyze, symbolize, and parse the following sentences?

1st. Clovis was the founder of the monarchy of France.

2d. Clovis founded the monarchy of France.

3d. The monarchy of France was founded by Clovis.

4th. Columbus was the discoverer of America.

5th. Columbus discovered America.

6th. America was discovered by Columbus.

7th. Which of the boys are studying Grammar?

8th. Which way was the stranger travelling?

9th. Do you understand all these lessons?

LESSON LXXXIX.

OF ADVERBS.

1. When I say, "*The man walks slowly*," which word tells *how* the man walks?

A. The word *slowly*.

2. When I say, "*He visits me daily*," which word tells *how often* he visits me?

A. The word *daily*.

3. When I say, "*The cars will soon be here*," which word tells *when* the cars will arrive?

A. The word *soon*.

4. When I say, "*He was at his home, and I saw him there*," which word tells *where* I saw him?

A. The word *there*.

5. When I say, "*The man is entirely blind*," which word tells *how blind* he is?

A. The word *entirely*.

6. What are such words as *slowly*, *daily*, *soon*, *there*, and *entirely* called?

A. They are called *adverbs*.

7. What is an *adverb*?

A. A word which modifies another word, phrase, or clause, and

generally answers one of the questions, *how? why? when? where?* or *how long? how far? how often?* etc.

8. Is the form of adverbs ever varied?

A. Many adverbs are derived from adjectives, and like them may be compared.

9. Will you compare *often*?

A. Pos. *often*; comp. *oftener*; sup. *oftenest*.

10. Will you compare *smoothly*?

A. By superiority — Pos. *smoothly*; comp. *more smoothly*; sup. *most smoothly*. By inferiority — Pos. *smoothly*; comp. *less smoothly*; sup. *least smoothly*.

11. When the adverbs *how, why, when, where, and whither* introduce a question, what are they called?

A. They are called *interrogative adverbs*.

12. Give some examples of interrogative adverbs.

A. When I say, "*How did you come?*" "*Where are you?*" "*Whither are you going?*" "*When did you leave?*" the words, *how, where, whither, and when*, are *interrogative adverbs*.

13. Does an adverb ever introduce a subordinate clause?

A. It does.

14. Give an example.

A. "*I will start as soon as the stage arrives.*" Here the adverb *as soon as* introduces the subordinate clause, "*the stage arrives.*"

15. What are such adverbs called?

A. They are called *connective adverbs*.

16. What adverbs are most frequently used as *connective adverbs*?

A. The *interrogative adverbs* usually become *connective adverbs*, when they do not ask a question.

17. Illustrate this.

A. If I say, "*When did he come?*" "*when*" asks a question, and is an *interrogative adverb*; but if I say, "*When he comes he will see for himself,*" "*when*" introduces a subordinate clause, and is a *connective adverb*.

18. What adverbs are compared?

A. Those which express manner; as, *slowly, harshly, swiftly*; and some which express time; as, *soon, frequently, seldom*, etc.

LESSON XC.

PARSING OF ADVERBS.

1. What should be told in parsing an *adverb*?

A. That it is an *adverb*; its comparison, if it has any; the word which it modifies, and the Rule.

2. What Rule should be given when we parse an *adverb*?

A. Rule XXI. An adverb qualifies the word, phrase, or clause, which it modifies.

3. Will you parse *slowly*, in the sentence, "*The soldiers marched slowly*"?

A. *Slowly* is an adverb, and is compared as follows: Pos. *slowly*; comp. *more slowly*; sup. *most slowly*. It is here in the positive degree, and modifies the verb *marched*; it, therefore, qualifies *marched*, according to Rule XXI., "An adverb qualifies the word, phrase, or clause, which it modifies."

4. Will you parse *not* in the sentence, "*I can not go with you*"?

A. *Not* is an adverb, modifying the verb *can go*; it, therefore, qualifies *can go*, according to Rule XXI., "An adverb qualifies the word, phrase, or clause, which it modifies."

5. Will you parse *when* in the sentence, "*When did he come to town*"?

A. "*When*" is an interrogative adverb, modifying the verb *did come*; it, therefore, qualifies *did come*, according to Rule XXI., "An adverb," etc.

6. Will you name the adverbs in each of the following sentences?

1st. Where does the President live?

2d. We will walk in the grove, when the moon rises.

3d. The most busy men are often the most thriftless.

4th. The diligent pupil learns rapidly.

5th. That very old man walks slowly.

6th. How fast it rains!

7th. The sun shines very brightly.

8th. The orator was very celebrated.

7. Will you analyze and symbolize the sentences?

8. Will you parse all the words?

9. Will you write ten sentences, each containing an adverb?

10. Will you fill the blanks of the following sentences with adverbs?

1st. I am — sorry for you.

2d. What is done — is — done.

3d. The soldiers tramped —.

4th. I can — tell — he came —.

5th. He will — arrive —.

6th. Do you — know — he called you —?

7th. I am — surprised to see you —.

8th. Do — I — beseech you be — angry?

9th. I know — — I am going, nor — I shall return.

11. Will you write three sentences, each containing a noun and a verb; as, "*Boys play*"?

12. Will you write three sentences, each containing a noun, adjective, and verb; as, "*The girls are studious*"?

13. Will you write three sentences, each containing two nouns, two adjectives, and a verb; as, "*Wisdom is the principal thing*"?

14. Will you write three sentences, each containing a noun, adjective, pronoun, verb, and adverb; as, "*William and his eldest sister are here*"?

LESSON XCI.

OF PREPOSITIONS.

1. How are *origin*, *possession*, and *relation* generally expressed?

A. By the possessive case of a noun or a pronoun.

2. Give examples of this.

A. "*My native land.*" "*Johnson's horse.*" "*My father's brother,*" etc.

3. In what other way can these relations be expressed?

A. By an *adjunct phrase*; as, "*The brother of my father,*" etc.

4. What other relations are often expressed by adjunct phrases?

A. Nearly all the modifications expressed by adverbs, and many of those expressed by adjectives.

5. Illustrate the use of an *adjunct phrase* instead of an adverb.

A. When I say, "*The orator spoke freely,*" "*freely*" is an adverb; but when I say, "*The orator spoke with freedom,*" I express the same modification by an adjunct phrase.

6. Illustrate the use of an adjunct phrase instead of an adjective.

A. Instead of saying, "*The Bay State orator,*" I may say, "*The orator from the Bay State.*"

7. What is the principal word of every adjunct phrase?

A. A noun, or some word standing for a noun.

8. What are the verbs *with*, *from*, etc., called, which introduce an adjunct phrase?

A. They are called *prepositions*.

9. What then is a *preposition*?

A. Any word which introduces an adjunct phrase is a preposition.

10. Which are the prepositions in the following sentence?
"*John walked out of the field into the road.*"

A. "*Out of*" and "*into*" are prepositions.

11. Why is "*out of*" a preposition?

A. Because it introduces the adjunct phrase, "*out of the field.*"

12. Why is "*into*" a preposition?

A. Because it introduces the adjunct phrase, "*into the field.*"

13. What do each of these phrases show?

A. They show *where* John walked.

14. What word then do they both modify?

A. The verb *walked*.

15. To what then does the preposition "*out of*" connect the noun *field*?

A. To the verb *walked*.

16. To what does the preposition "*into*" connect the noun *road*?

A. To the verb *walked*.

17. What Rule should be given when we parse a preposition?

A. Rule XXII. A preposition introduces an adjunct phrase, and connects its principal noun to the word that it modifies.

18. Will you name the prepositions beginning with *a*?

A. About, above, according to, across, after,
against, along, amid, amidst, among,
amongst, around, as to, at, athwart.

19. Will you name the prepositions beginning with *b*?

A. Before, below, beneath, beside, besides,
between, betwixt, beyond, but, by.

20. What preposition begins with *c*?

A. *Concerning*.

21. What two begin with *d*?

A. *Down, during*.

22. What two begin with *e*?

A. *Except, excepting*.

23. What two with *f*?

A. *For, from*.

24. What three with *i*?

A. *In, instead of, into*.

25. What one with *l*?

A. *Like*.

26. What two with *n*?

A. *Near, notwithstanding*.

27. What five with *o*?

A. *Of, off, on, over, out of*.

28. What one with *p*?

A. *Past*.

29. What three with *r*?

A. *Regarding, respecting, round*.

30. What three with *s*?

A. *Save, saving, since*.

31. What seven with *t*?

A. *Through, throughout, till, to, touching, toward, towards*.

32. What seven with *u*?

A. *Under, underneath, unlike, until, unto, up, upon*.

33. What four with *w*?

A. *With, within, without, worth*.

34. Are these words always prepositions?

A. They are not. When they do not introduce an adjunct phrase, they are generally adverbs.

35. Are the words named the only prepositions?

A. They are not. Several other words sometimes introduce an adjunct phrase, and then they are prepositions.

36. Will you parse *with* in the sentence, "*He spoke with freedom*"?

A. "*With*" is a preposition, introducing the adjunct phrase, "*with freedom*," and connecting the noun *freedom*, to the verb *spoke*; according to Rule XXII., "A preposition introduces an adjunct phrase, and connects its principal noun to the word that it modifies."

37. Will you analyze, symbolize, and parse the following sentences?

1st. The horse ran down the hill.

2d. James ran round the house into the garden.

3d. Henry's father was at the Fair in New York.

4th. William's sister lives in Buffalo.

LESSON XCII.

OF CONJUNCTIONS.

1. What are *conjunctions*?

A. Conjunctions are words which connect other words, phrases, and clauses together.

2. Give an example of a conjunction connecting words.

A. "*John and Charles attend school*." Here the conjunction *and* connects the nouns *John* and *Charles*.

3. Give an example of a conjunction connecting phrases.

A. "*The orator spoke with freedom, though at great length*." Here the conjunction *though* connects the phrases, "*with freedom*," and "*at great length*."

4. Give an example of a conjunction connecting clauses.

A. "*Spring has come, but the weather is yet very cold*." Here the conjunction *but* connects the clauses of the compound sentence.

5. Which are the principal conjunctions beginning with *a*?

A. *Also, although, and, as, as soon as*.

6. What conjunctions begin with *b*?

A. *Because, before, besides, both, but*.

7. What conjunctions begin with *e*?

A. *Either, else, ere, except*.

8. What conjunctions begin with *f* and *h*?

A. *For, however*.

9. When is *for* a conjunction?

A. When it means *because*.

10. What conjunctions begin with *i*?

A. *If, inasmuch as.*

11. What conjunctions begin with *l* and *m*?

A. *Lest and moreover.*

12. What conjunctions begin with *n*?

A. *Neither, nevertheless, nor, notwithstanding.*

13. What conjunctions begin with *o* and *p*?

A. *Or and provided.*

14. What conjunctions begin with *s*?

A. *Still and since.*

15. What conjunctions begin with *t*?

A. *Than, that, therefore, though.*

16. What conjunctions begin with *u, w, and y*?

A. *Unless, whereas, wherefore, whether, yet.*

17. What must be told in parsing a conjunction?

A. What it is; what it connects; and the Rule.

18. What Rule should be given?

A. Rule XXIII. Conjunctions connect words, phrases, and clauses of similar construction; or they introduce a subordinate clause.

19. Will you parse *and* in the sentence, "*John and Charles attend school*"?

A. "*And*" is a conjunction, followed by the noun *Charles*, which it connects to *John*; according to Rule XXIII., "Conjunctions connect words, phrases, and clauses of similar construction; or they introduce a subordinate clause."

20. Will you parse "*as well as*" in the sentence, "*Exercise improves the health, as well as strengthens the constitution*"?

A. "*As well as*" is a conjunction, followed by the phrase "*strengthens the constitution*," which it connects to the phrase, "*improves the health*"; according to Rule XXIII.

21. Will you parse "*but*" in the sentence, "*Beauty will perish, but goodness lasts forever.*"

A. "*But*" is a conjunction, followed by the clause, "*goodness lasts forever*," which it connects to the clause, "*beauty will perish*"; according to Rule XXIII., etc.

22. Will you parse "*if*" in the sentence, "*I will accompany you, if you call for me*"?

A. "*If*" is a conjunction, introducing the subordinate clause, "*you call for me*"; according to Rule XX.

23. Will you analyze, symbolize, and parse the following sentences?

1st. The treasures and honors of earth are fleeting.

2d. No man can serve both God and mammon.

3d. Favor is deceitful, and beauty is vain.

4th. The hour has come, therefore we must part.

5th. Do as you would be done by.

6th. I will work, that you may study.

7th. Though we die, yet shall we live again.

8th. Now we know in part; but then shall we know even as we are known.

9th. Despise not the poor, for the Lord loveth him.

LESSON XCIII.

OF INTERJECTIONS.

1. What are *interjections*?

A. Interjections are words used to express some emotion, or passion.

2. What relation does an interjection sustain to the other words of the sentence?

A. An interjection usually expresses a full thought in a single word; and has, therefore, no grammatical relation to other words.

3. What Rule should be given when we parse an interjection?

A. Rule XXIV. An interjection has no grammatical relation to other words.

4. What are the most common interjections, beginning with *a*?

A. *Adieu, ah, aha, alas, alack, avast, avaunt, away.*

5. What interjections begin with *b*?

A. *Bah, baa, bravo.*

6. What one begins with *e*?

A. *Eh.*

7. Which begin with *f*?

A. *Fie, foh, fudge, farewell, for shame.*

8. Which begin with *h*?

A. *Ha, hah, hail, halloo, heigh-ho, hem, hey, hey-day, hist, ho, hold, hush, hurrah, huzza.*

9. What one begins with *i*?

A. *Indeed.*

10. Which begin with *l*?

A. *List, lo, look.*

11. What one with *m*?

A. *Mum.*

12. Which begin with *o*?

A. *O, oh.*

13. When should "*O*" be used, and when "*oh*"?

A. "*O*" should be used only before the name of a person or thing directly addressed, and "*oh*" in all other cases.

14. What pause should be written after each?

A. *O* should always be a capital letter, and have no pause after it; *oh* may begin with either a capital or a small letter, but should have generally an exclamation point after it.

15. Which interjections begin with *p* ?
A. *Pish, pshaw, pugh.*
16. Which begin with *s* ?
A. *See, shame, strange.*
17. Which begin with *t* ?
A. *Tush, tut, take care.*
18. Which begin with *w* ?
A. *Welcome, well, what.*
19. Will you parse *what* in the expression, "*What ! is it you ?*"
A. *What* is an interjection, expressing surprise ; it is independent of grammatical construction ; according to Rule XXIV., "*Interjections have no grammatical relation to other words.*"
20. Will you analyze, symbolize, and parse the following sentences ?
 - 1st. Hush ! a stranger is at the door.
 - 2d. O virtue ! how lovely thou art !
 - 3d. Alas ! I have no hope of reprieve !
 - 4th. See ! how fast the storm is coming !
 - 5th. Ah, me ! I am undone !
 - 6th. Quick ! man the boat !
 - 7th. Hurrah ! the war is over !

LESSON XCIV.

GENERAL REVIEW.

1. How many parts of speech have you found ?
2. What are they ?
3. What is a noun ?
4. How many classes of nouns are there ?
5. What is a proper noun ? a common noun ?
6. How many properties have nouns ?
7. What is person ?
8. How many persons have nouns ?
9. What nouns are of the first person ?
10. What nouns are of the second person ?
11. What nouns are of the third person ?
12. What can you say of the gender of nouns ?
13. What can you say of the number of nouns ?
14. What is case ?
15. How many cases have nouns ?
16. When is a noun in the nominative case ?
17. When is a noun in the possessive case ?
18. When is a noun in the objective case ?
19. When is a noun in the independent case ?

20. What is Rule I.?
21. What is Rule II.?
22. What is Rule III.?
23. What is Rule IV.?
24. What is Rule V.?
25. What is Rule VI.?
26. When is a noun the predicate nominative?
27. When is a noun in apposition?

LESSON XCV.

GENERAL REVIEW — Continued.

1. What is an adjective?
2. Into how many classes are adjectives divided?
3. What is a *restrictive* adjective?
4. What is a *descriptive* adjective?
5. How are descriptive adjectives subdivided?
6. What adjectives are compared?
7. How many forms of comparison?
8. How many degrees of comparison in each?
9. How are the comparative and superlative of monosyllables formed?
10. How of words of more than one syllable?
11. What adjectives have both forms?
12. What is a pronoun?
13. How many classes of pronouns?
14. What is a personal pronoun?
15. Which are the personal pronouns?
16. Will you decline *I* in both numbers?
17. Will you decline *thou* in both numbers?
18. Will you decline *he* in both numbers?
19. Will you decline *she* in both numbers?
20. Will you decline *it* in both numbers?
21. What is a relative pronoun?
22. How many, and which are they?
23. Will you decline *who* in both numbers?
24. Will you decline *which*?
25. What is an interrogative pronoun?
26. How many, and which are the interrogatives?
27. What is Rule VII.?
28. What is Rule VIII.?
29. What is Rule XI.?
30. What is Rule XII.?
31. What is Rule XIII.?
32. What is Rule XIV.?
33. What is Rule XV.?

LESSON XCVI.

GENERAL REVIEW — Continued.

1. What is a verb?
2. What is a transitive verb?
3. What is an intransitive verb?
4. What is a regular verb?
5. How many classes of regular verbs?
6. How are they distinguished?
7. What is an irregular verb?
8. How many classes of irregular verbs?
9. How are they distinguished?
10. What is a defective verb?
11. What is a complete verb?
12. What is a redundant verb?
13. How many classes of redundant verbs?
14. How are they distinguished?
15. How many properties have verbs?
16. What is meant by the mood of a verb?
17. How many, and what moods have verbs?
18. What is the indicative mood?
19. What is the potential mood?
20. What is the subjunctive mood?
21. What is the imperative mood?
22. What is the infinitive mood?
23. What is a participle?
24. What is a finite verb?
25. When is a verb in the infinitive mood?
26. How many elements has a verb?
27. How is the first element determined?
28. How is the second element formed?
29. How is the third element formed?
30. How is the fourth element formed?
31. What is Rule XVII.?
32. What is Rule XVIII.?
33. What is Rule XIX.?
34. What is Rule XX.?

LESSON XCVIII.

GENERAL REVIEW — Concluded.

1. What is an *adverb*?
 2. What adverbs are compared?
 3. What are *interrogative* adverbs?
 4. What are *connective* adverbs?
 5. Will you compare *soon*?
 6. Will you compare *smoothly*?
 7. What is a *preposition*?
 8. What is an *adjunct phrase*?
 9. What parts of speech sometimes supply the place of an adjunct phrase?
 10. What do prepositions connect?
 11. What is a *conjunction*?
 12. What words besides conjunctions introduce a subordinate clause?
 13. Give an example of a *relative pronoun*.
 14. Give an example of a *connective adverb*.
 15. What is an *interjection*?
 16. Do interjections modify other words?
 17. Do they have any grammatical relation?
 18. What is Rule XXI.?
 19. What is Rule XXII.?
 20. What is Rule XXIII.?
 21. What is Rule XXIV.?
 22. Will you analyze, symbolize, and parse the following sentences?
- 1st. In youth prepare for age; in health, for sickness; in life, for death.
 - 2d. We are never too old to learn, nor too wise to make progress in knowledge.
 - 3d. If we would have powerful minds, we must think.
 - 4th. Labor is the greatest luxury, as well as the richest blessing.
 - 5th. Scorn the hypocrite, the slanderer, and the flatterer.
 - 6th. Who can tell where his lot may be cast?
 - 7th. How strange are the events which are daily transpiring around us!

PART THIRD.

SYNTAX.

RULES AND EXERCISES.

That part of grammar which treats of the construction of sentences, and the arrangement of the words which compose them, is called Syntax.

The following Rules of Syntax, most of which have already been given, should be *carefully studied* and *thoroughly mastered*.

SYMBOLS OF RELATION.

It has already been stated in Part II., Lesson XII., that there are "Three Classes of Grammatical Symbols;" viz.,

1. Symbols of the Parts of Speech.
2. Symbols of Relation.
3. Symbols of Analysis.

The First Class, namely, Symbols of the Parts of Speech, has been exhibited and illustrated in Part II.

The Second Class, Symbols of Relation, will be presented and illustrated in Part III.

As Symbols of Relation, or of the construction of words, we use the Arabic figures 1, 2, 3, etc.

Their use and the relations they represent, are as follows; viz.,

- | | | | | |
|------|------------|--------------|------|--|
| 1. | Represents | the relation | of a | <i>subject nominative</i> . |
| 2. | " | " | " | " an <i>objective subject</i> . |
| 3. | " | " | " | " a <i>possessive</i> . |
| 4-1. | " | " | " | " an <i>objective after a transitive verb</i> . |
| 4-2. | " | " | " | " an <i>objective after a preposition</i> . |
| 5. | " | " | " | " a <i>predicate nominative</i> . |
| 6. | " | " | " | " a <i>noun in apposition</i> . |
| 7. | " | " | " | " an <i>objective of time, duration, etc.</i> |
| 8. | " | " | " | " an <i>objective after an intransitive verb</i> . |
| 9-1. | " | " | " | " the <i>first of two objectives after verbs of asking, teaching, etc.</i> |

22-3.	Represents a	<i>preposition whose adjunct phrase modifies a pronoun.</i>
22-4.	"	" " " " " " a verb.
22-5.	"	" " " " " " an adverb.
22-6.	"	" " " " " " an interjection.
23-1.	"	a conjunction connecting words.
23-2.	"	" " phrases.
23-3.	"	" " clauses.
23-4.	"	" " introducing a subordinate clause.
24.	"	an interjection.

The manner of writing these symbols and their application will be illustrated under the several Rules of Syntax.

RULE I.

The subject of a finite verb must be in the nominative case.

SYMBOL OF RELATION.

1. Relation of a subject nominative.

MODEL FOR PARSING.

"The bird flies."

This is a sentence, because it is an expression which makes complete sense.

It is a simple sentence, because it has but one subject and one predicate.

The *subject* is "*the bird*," the *predicate* is "*flies*."

The sentence may be symbolized as follows:

The bird flies.

$\wedge \quad \triangle^1 \quad \square$

Bird is a common noun, of the masculine or feminine gender, third person, and singular number; it is here the subject of the finite verb *flies*, and is, therefore, in the nominative case; according to Rule I., "The subject of a finite verb must be in the nominative case."

EXAMPLES FOR PARSING.

1. The lion roars.
2. The fierce lions roar and gnash their teeth.
3. I was singing when you arrived.
4. We should strive to excel in knowledge.
5. Mary was absent from the class yesterday.

RULE II.

The subject of a verb in the infinitive mood, must be in the objective case.

SYMBOL OF RELATION.

2. Relation of an *objective subject*.

MODEL FOR PARSING.

"Jane heard the clock strike."

This expression makes complete sense, and is, therefore, a sentence. It has but one subject and one predicate; hence, it is a simple sentence.

Its subject is "*Jane*," and its predicate, "*heard the clock strike*."

Symbolized it becomes,

Jane heard the clock strike.

$\triangle^1$ $\square$ $\wedge$ $\triangle^2$ $\square$

"Jane" is a proper noun, of the feminine gender, etc.

"Clock" is a common noun, of the third person, and singular number; it is here the subject of the infinitive verb "*strike*," and is, therefore, in the objective case; according to Rule II., "The subject of a verb in the infinitive mood must be in the objective case."

Analyze, symbolize, and parse the following

EXAMPLES FOR PARSING.

1. John made the child go.
2. Harry saw the man leave.
3. I saw him take the money.
4. The teacher required me to study too hard.
5. The man made the horse draw the load.
6. Did your father hear the burglars turn the key?
7. I wish you to go away.
8. Will you hear the clock strike four?
9. Would they have us reject the offer?
10. What made the man commit suicide?
11. We saw the stars go down.
12. The captain saw the vessel dash on the rock.
13. I heard him speak.

RULE III.

A noun which limits another noun, denoting its origin, possession, or relation, must be in the possessive case.

SYMBOL OF RELATION.

3. The relation of a *possessive*.

MODEL FOR PARSING.

"John's father has come."

$$\triangle^3 \quad \triangle^1 \quad \square$$

"John's" is a proper noun, of the masculine gender, third person, and plural number; it here limits the noun *"father,"* denoting whose father, and is, therefore, in the possessive case; according to Rule III., "A noun which limits another noun, denoting its origin, possession, or relation, must be in the possessive case."

EXAMPLES FOR PARSING.

1. Jane lost her brother's book.
2. Mary's hat is on the floor.
3. William's coat is torn.
4. The thief stole Samuel's horse.
5. Henry's hat is on Paul's hook.
6. Washington's mother was a noble woman.
7. I saw him go to Mr. Franklin's.
8. Horace's brother knows my father.
9. A mother's love is deathless.
10. Avoid the summer's heat, and the winter's cold.

REMARK.—Each sentence should be analyzed, symbolized, and parsed in full. The "*models*" illustrate only the Rules under which they are, severally, found.

RULE IV.

A noun which follows and depends on a transitive verb, or a preposition, must be in the objective case.

SYMBOLS OF RELATION.

- 4-1. An objective after a transitive verb.
- 4-2. An objective after a preposition.

MODEL FOR PARSING.

"James led the horse to the stable."

$$\triangle_1 \quad \square \quad \wedge \quad \triangle_{4-1} \quad \curvearrowright \quad \wedge \quad \triangle_{4-2}$$

"Horse" is a common noun, of the masculine or feminine gender, third person, and singular number; it here follows and depends on the transitive verb, *"led,"* and is, therefore, in the objective case; according to Rule IV., "A noun which follows and depends on a transitive verb, or a preposition, must be in the objective case."

"Stable" is a common noun, of the third person, and singular number; it here follows and depends on the preposition *"to,"* and is, therefore, in the objective case; agreeably to Rule IV., "A noun," etc.

NOTE.—The teacher should at each lesson ask such questions as will keep fresh in the mind of the pupil the lessons already passed over; as for example:

Why is horse a noun?
 Why is it a common noun?
 Why of the masculine or feminine gender?
 Why of the singular number?
 What is the plural of horse?
 How is the plural formed?
 What is case?
 How many cases have nouns?
 Decline horse, etc., etc.

EXAMPLES FOR PARSING.

1. John studies grammar and geography.
2. Mary has gone to the city.
3. Students should obey their teachers.
4. We should be kind to each other.
5. All names of persons, places, and things are nouns.
6. Words which qualify or limit nouns; are generally adjectives.
7. Substitutes for nouns are pronouns.
8. A fool's lips enter into contention.
9. Wealth maketh many friends.

RULE V.

A noun which follows an intransitive or a passive verb, which is not in the infinitive mood, and refers to the same person or thing as the subject of the verb, must be in the nominative case.

REMARK.—The noun thus used after an intransitive verb, is the *predicate nominative*.

SYMBOL OF RELATION.

5. Relation of predicate nominative.

MODEL FOR PARSING.

"Sheridan was a statesman and orator."

△¹ □ ∧ △⁵ ∪ △⁵

"*Statesman*" is a common noun, of the masculine gender, third person, and singular number; it here follows the intransitive verb "*was*," and refers to the same person as the subject, "*Sheridan*," and is, therefore, in the nominative case; according to Rule V., "A noun which follows an intransitive or a passive verb, which is not in the infinitive mood, and refers to the same person or thing as the subject of the verb, must be in the nominative case."

EXAMPLES FOR PARSING.

1. Piety is a blessing to every age.
2. Youth is the season for improvement.
3. John's horse is a fiery animal.
4. Jane is an industrious pupil.
5. Henry's brother is a good scholar.
6. Pennsylvania is called the Keystone State.

7. New York is the metropolis of America.
8. Boston is the capital of Massachusetts.
9. Benedict Arnold was a traitor.
10. Hope is a sure friend in adversity.
11. Goodness is a better quality than greatness.
12. Light is the symbol of knowledge.
13. Galileo was the inventor of the telescope.
14. General Grant was "the hero of Fort Donelson."

RULE VI.

A noun which is added to another noun, to identify or explain it, must be in the same case as that noun.

REMARK.—The noun so used, is said to be in apposition with the noun which it identifies.

SYMBOL OF RELATION.

6. Relation of a noun in apposition.

MODEL FOR PARSING.

"Wilson, the doctor, is in the city."

$\triangle^1 \ \wedge \ \triangle^6 \ \square \cup \wedge \ \triangle^{4-2}$

"Doctor" is a proper noun, of the masculine gender, third person, and singular number; it is here added to the noun "*Wilson*," which is in the nominative case, to identify or explain it, and is, therefore, in the nominative case; according to Rule VI., "A noun which is added to another noun, to identify or explain it, must be in the same case as that noun."

EXAMPLES FOR PARSING.

1. Harris, the merchant, has gone home.
2. Jones, the banker, is a *Live Yankee*.
3. Webster, the statesman, was a patriot.
4. Have you seen Carleton, the printer?
5. Were you at Thompson's, the lawyer?
6. Henry has gone to Johnson's, the poet.
7. Bryant, the poet and statesman, is editor of the "*New York Post*."
8. Washington Irving, the author of the *Knickerbocker*, was one of the most popular writers of America.
9. I am sorry for Janette, the orphan.
10. I work for Arnold, the shoemaker.

RULE VII.

Nouns denoting time, duration, extension, direction, number, weight, and valuation, though not depending on a transitive verb or a preposition, must be in the objective case.

SYMBOL OF RELATION.

7. Objective of time, duration, extension, etc.

MODEL FOR PARSING.

"James was in the army three months."

$\triangle^1$ $\square$ $\cup$ $\wedge$ $\triangle^{4-2}$ $\wedge$ $\triangle^7$

"Months" is a common noun, of the third person, and plural number; it here denotes duration, and is, therefore, in the objective case; according to Rule VII., "Nouns denoting time, duration, extension, direction, number, weight, and valuation, though not depending on a transitive verb, or a preposition, must be in the objective case."

EXAMPLES FOR PARSING.

1. William came home last week.
2. Henry was in town three days.
3. Thompson walked five miles before breakfast.
4. Asia is bounded east by the Pacific Ocean.
5. The well is thirty feet deep.
6. The man rode twenty miles.
7. The Amazon is one hundred and eighty miles wide.
8. Jane was sick three days last week.
9. The battle lasted four hours.
10. The man weighed two hundred pounds.

RULE VIII.

A noun which follows and depends on an intransitive verb, and does not refer to the same person or thing as the subject, must be in the objective case.

SYMBOL OF RELATION.

8. Objective after an intransitive verb.

MODEL FOR PARSING.

"He slept his last sleep."

$\triangle^1$ $\square$ $\triangle$ $\wedge$ $\triangle^8$

"Sleep" is a common noun, of the third person, and singular number; it here follows and depends on the intransitive verb "slept," and does not refer to the same person or thing as the subject of the verb, and is, therefore, in the objective case; according to Rule VIII., "A noun which follows and depends on an intransitive verb, and does not refer to the same person or thing as the subject, must be in the objective case."

EXAMPLES FOR PARSING.

1. He ran the race in five minutes.
2. Let me die the death of the righteous.
3. If you dream a dream, tell it me.
4. He struck a blow.

5. The very streams ran blood.
6. They laughed him to scorn.
7. He walked the horse, trotted the horse, galloped the horse.
8. They galloped the horse three miles.
9. A vicious man can scarcely look you in the face.
10. Speak the speech, I pray you.

RULE IX.

When two nouns, or a noun and a pronoun, depend on either of the following verbs; viz., ask, bring, build, buy, carry, do, deny, dig, draw, envy, find, furnish, get, give, hand, hold, leave, lend, make, mend, offer, order, pay, pass, pour, present, proffer, promise, provide, refuse, sell, send, sing, show, teach, tell, throw, and write; both of them must be in the objective case.

SYMBOLS OF RELATION.

9-1. First of two objectives under Rule IX.

9-2. Second of two objectives under Rule IX.

MODEL FOR PARSING.

"James gave Mary a book."

$\triangle^1$ $\square$ $\triangle^{9-1}$ $\wedge$ $\triangle^{9-2}$

"Mary" is a proper noun, of the feminine gender, third person, and singular number; it is here the first of two nouns, which follow and depend on the transitive verb *"give,"* and is, therefore, in the objective case; according to Rule IX., "When two nouns, or a noun and a pronoun," etc.

"Book" is a common noun of the third person, and singular number; it is here the second of two nouns, which follow and depend on the transitive verb *"give,"* and is, therefore, in the objective case; according to Rule IX., "When two nouns," etc.

EXAMPLES FOR PARSING.

1. My father asked Jane the question.
2. Will you bring William the book?
3. Mr. Thomas built the parson a house.
4. Who bought your sister a new hat?
5. Do me the favor to call a moment.
6. Deny him not his request.
7. He drew the merchant some wood.
8. Envy no man his reputation.
9. James furnished his mother a home.
10. Get me the book.
11. Who gave you my slate?
12. Hand me the bowl.

RULE X.

When a noun follows and depends on the passive form of either of the verbs mentioned in Rule IX., it must be in the objective case.

SYMBOL OF RELATION.

10. Objective after a passive verb.

MODEL FOR PARSING.

"By whom was the class taught grammar?"

$\bigcap \triangle^{4-2} \square \wedge \triangle^1 \square \triangle^{10}$

"Grammar" is a common noun, of the third person, and singular number; it here follows and depends on "*was taught*," the passive form of the verb *to teach*, and is, therefore, in the objective case; according to Rule X., "A noun which follows and depends," etc.

EXAMPLES FOR PARSING.

1. Hattie was denied her request.
2. The man was envied his wealth.
3. He was refused even that small privilege.
4. The book was given him by his father.
5. The story was told them confidentially.
6. Many favors were promised us.
7. Jane was taught arithmetic by Mr. Colburn.
8. Geography was taught them by Mr. Tenney.
9. A pardon was granted him by the Governor.
10. Water was brought me from the spring.

RULE XI.

The name of a person or thing directly addressed, must be in the *independent case*.

SYMBOL OF RELATION.

11. Independent case by direct address.

MODEL FOR PARSING.

"John, have you recited your lesson?"

$\triangle^{11} \triangle^1 \square \triangle^3 \triangle^{4-1}$

"John" is a proper noun, of the masculine gender, second person, and singular number; it is here the name of the person who is directly addressed, and is, therefore, in the independent case; according to Rule XI., "The name of a person or thing directly addressed, must be in the independent case."

EXAMPLES FOR PARSING.

1. Americans, your homes are invaded.
2. Citizens, I call on you to aid me.

3. Henry, will your father be here to-day?
4. Jane, why were you tardy this morning?
5. Boys, will you call next week?
6. Do you know, Laura, the lesson?
7. O my friends! be not deceived!
8. Stay, lady, stay for mercy's sake!
9. My son, give me thine heart.
10. Mary, have you heard the news?

RULE XII.

A noun used as an exclamation, or a part of an exclamation, must be in the independent case.

SYMBOL OF RELATION.

12. Independent case by *exclamation*.

MODEL FOR PARSING.

“*Gracious Heavens! what do I see?*”

$\wedge$ $\triangle^{12}$ $\square^{4-1}$ $\triangle$ $\square$

“*Heavens*” is a common noun, of the third person, and plural number; it is here used as an exclamation, and is, therefore, in the independent case; according to Rule XII., “A noun used as an exclamation, or a part of an exclamation, must be in the independent case.”

EXAMPLES FOR PARSING.

1. Ah, me! I am ruined!
2. Blest harmony! that far excels
All music else, on earth that dwells.
3. Alexander the Great! he lived, alas! to make a wreck of life!
4. Oh! deep enchanting prelude to repose!
The dawn of bliss, the twilight of our woes!
5. Oh! the pain, the bliss of dying!
6. Hark! that music! did you hear it?
7. The rain! the rain! how it pours!
8. Stop! the thunder! the rain will soon be here!
9. List! the coming tornado! let us fly to some place of refuge!
10. Alas, my native land! the dear home of my childhood! must
it be a divided country! the home of contending factions!

RULE XIII.

A noun used as a pleonasm, must be in the independent case.

SYMBOL OF RELATION.

13. Independent case by *pleonasm*.

MODEL FOR PARSING.

"The fathers, where are they? and the prophets, do they live forever?"

$\wedge$ $\triangle^{13}$ $\square$ $\square$ $\triangle^1$ $\cup$ $\wedge$ $\triangle^{13}$ $\square$ $\triangle$ $\square$ $\square$

"Fathers" is a common noun, of the masculine gender, third person, and singular number; it is here used as a pleonasm, and is, therefore, in the independent case; according to Rule XIII., "A noun used as a pleonasm, must be in the independent case."

EXAMPLES FOR PARSING.

1. The sunny hours of youth, how soon they leave us forever!
2. The friends of our early years, where are they now?
3. The patrons of our prosperity, why have they forsaken us?
4. The career of Napoleon — does it not teach us many impressive lessons?
5. The baptism of John, was it from heaven, or of men?
6. The victories of Alexander the Great — would they not have been vastly more glorious, if he had conquered himself?
7. The pleasures of appetite, how short their duration, and how often do they end in sorrow!
8. The Pilgrim Fathers, they began and ended every work with God.

RULE XIV.

A noun joined with a participle, and forming no part of either the subject or the predicate of a sentence, must be in the independent case.

SYMBOL OF RELATION.

14. Independent case with a participle.

MODEL FOR PARSING.

"The sun having set, we retired."

$\wedge$ $\triangle^{14}$ $\square$ $\triangle^1$ $\square$

"Sun" is a common noun, of the third person, and singular number; it is here joined with the participle "*having set*," and as it forms no part of either the subject or the predicate of a sentence, it is in the independent case; according to Rule XIV., "A noun joined with a participle," etc.

NOTE. The noun and participle are usually equivalent to a subordinate clause; thus, the sentence, "*The sun having set, we retired*," is equivalent to, "*After the sun had set, we retired*."

EXAMPLES FOR PARSING.

1. The sun having risen, we went away.
2. Shame being lost, all virtue is lost.
3. The war being ended, the soldiers were discharged.
4. His work being done, let him rest in peace.
5. Napoleon, the battle of Waterloo being lost, died in exile.
6. The sun having gone down, the firing ceased.

7. The oration having been pronounced, the assembly was dismissed.

8. School having closed, the boys went home.

9. The last Rule for the construction of nouns having been given, the next will treat of adjectives.

RULE XV.

Adjectives belong to the nouns which they qualify, or limit.

SYMBOL OF RELATION.

15. Relation of an *adjective* to a noun.

MODEL FOR PARSING.

"Good citizens love their country."

$\wedge_{15} \triangle^1 \square \triangle^3 \triangle^{4-1}$

"Good" is a descriptive adjective, and is compared as follows: By superiority—Pos. *good*; comp. *better*; sup. *best*. By inferiority—Pos. *good*; comp. *less good*; sup. *least good*. It is here found in the positive degree, qualifying the noun "*man*," and it, therefore, belongs to "*man*;" according to Rule XV., "Adjectives belong to the nouns which they qualify or limit."

EXAMPLES FOR PARSING.

1. A large tree was growing in the forest.
2. Wicked men often deceive us.
3. The good teacher loves diligent pupils.
4. The sun is a luminous body.
5. Large trees grow in the forest.
6. The moon is an opaque body.
7. A luminous body shines by its own light.
8. An opaque body shines, if at all, by borrowed light.
9. Idle boys become useless men.
10. Alfred was a wise and pious king.
11. True politeness has its seat in the heart.

RULE XVI.

An adjective joined with an intransitive or a passive verb, which is not in the infinitive mood, to form the predicate of a sentence, belongs to the subject.

SYMBOL OF RELATION.

16. Relation of a *predicate adjective*.

MODEL FOR PARSING.

"The sun is very bright."

$\wedge_{15} \triangle^1 \square \square \wedge_{16}$

"*Bright*" is a descriptive adjective, and is compared as follows: By superiority—Pos. *bright*; comp. *brighter*; sup. *brightest*. By inferiority—Pos. *bright*; comp. *less bright*; sup. *least bright*. It is here found in the superlative degree, and is joined with the intransitive verb "*is*," to form the predicate of the sentence, and it, therefore, belongs to the subject "*sun*;" according to Rule XVI., "An adjective joined with an intransitive or a passive verb," etc.

EXAMPLES FOR PARSING.

1. Henry is industrious.
2. If we are earnest, we shall become wise.
3. Good men are generally happy.
4. Charlotte is good rather than beautiful.
5. The trees of the forest look green.
6. The speaker was eloquent.
7. Susan is diligent and successful.
8. Snow is white, and grass is green.
9. Duty is pleasant to the good.
10. Truth is omnipotent.

RULE XVII.

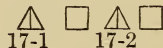
Pronouns must agree with the nouns for which they stand, in gender, number, and person; and in other respects must have the construction of a noun.

SYMBOLS OF RELATION.

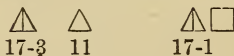
- 17-1. Pronoun as subject of a finite verb; as, *I write*.



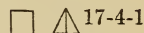
- 17-2. Pronoun as subject of an infinitive; as, *He saw me go*.



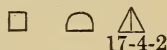
- 17-3. Pronoun as a possessive; as, *My father! must I go?*



- 17-4-1. Pronoun as object of a transitive verb; as, *Hear me*.



- 17-4-2. Pronoun as object of a preposition; as, *Come unto me*.



- 17-5. Pronoun as predicate nominative; as, *It is I*. &c., &c.



MODELS FOR PARSING THE PRONOUN.

I. PERSONAL PRONOUNS.

"I saw James and his brother with you."

17-1 4-1 17-3 4-1 4-2

"I" is a personal pronoun, standing for the name of the person who is speaking, and, hence, of the masculine or feminine gender, first person, and singular number; according to Rule XVII., "Pronouns must agree with the nouns for which they stand, in gender, person, and number; and in other respects must have the construction of a noun." It is here the subject of the finite verb "*saw*," and is, therefore, in the nominative case; according to Rule I., "The subject of a finite verb must be in the nominative case."

"His" is a personal pronoun, standing for the noun "*James*;" and, hence, of the masculine gender, third person, and singular number; according to Rule XVII., "Pronouns must agree," etc. It here limits the noun "*brother*," denoting whose brother; and is, therefore, in the possessive case; agreeably to Rule III., "A noun which limits another noun, denoting its origin, possession, or relation, must be in the possessive case."

"You" is a personal pronoun, standing for the name of the person who is spoken to; and, hence, is of the masculine or feminine gender, second person, and singular number; according to Rule XVII., "Pronouns," etc. It here follows and depends on the preposition "*with*," and is, therefore, in the objective case; according to Rule IV., "A noun which follows and depends on a transitive verb or a preposition, must be in the objective case."

EXAMPLES FOR PARSING.

1. Henry and his brother are in the city.
2. Harriet and her sister are busy.
3. I saw him at their house.
4. My brother and I have been away.
5. The lady called at our house.
6. She told us of you and your friends.
7. You may be sure it is so.
8. They were at their brother's.
9. Can I see your book?
10. He is the model boy of our school.
11. Pauline and her friends will visit us.
12. Lucilla has gone to see her cousins.

II. RELATIVE PRONOUNS.

"The man who is virtuous, is happy."

16 17-1 16 16

"Who" is a relative pronoun, introducing the subordinate clause, "*who is virtuous*," and standing for the noun "*man*;" it is, there-

fore, of the masculine gender, third person, and singular number; according to Rule XVII., "Pronouns must agree," etc. It is here the subject of the finite verb "*is*," and is, therefore, in the nominative case; according to Rule I., etc.

EXAMPLES FOR PARSING.

1. I am he whom ye seek.
2. It is I, who did the work.
3. I will speak to you, who hear me.
4. Persons who live for this world only, are dead while they live.
5. The trees that I planted, are growing finely.
6. I love them that love me.
7. As many as I love I chasten.
8. The birds which sing so sweetly, are a proof of God's love.
9. They which seek wisdom shall find it.
10. James was the first of the family that entered school.

III. INTERROGATIVE PRONOUNS.

1. "*Who called you?*"

△₁₇₋₁ □ △₁₇₋₄₋₁

"*Who*" is an interrogative pronoun, standing for the name of the person about whom the question is asked; and, hence, is of the masculine or feminine gender, third person, and singular number; according to Rule XVII., "Pronouns," etc. It is here the subject of the finite verb "*called*," and is, therefore, in the nominative case; according to Rule I., "The subject," etc.

2. "*Whose hat do you wear?*"

△₁₇₋₃ △₄₋₁ □ △₁₇₋₁ □

"*Whose*" is an interrogative pronoun, standing for the name of the person about whom the question is asked; and, hence, is of the masculine or feminine gender, third person, and singular number; according to Rule XVII., "Pronouns," etc. It here limits the noun "*hat*," denoting whose hat, and is, therefore, in the possessive case; agreeably to Rule III.

EXAMPLES FOR PARSING.

1. With whom did you come to school?
2. What can I do for you?
3. What are you doing?
4. Whose book is on the table?
5. Who do men say that I am?
6. Who was the guilty man?
7. To whom is your father writing?
8. Whose coat was found?
9. From whom did the letter come?
10. Which of the men is your friend?

IV. COMPOUND PRONOUNS.

"What is done, can never be undone."

△ 17-1 □ □ □

"What" is a compound word, comprising in itself a pronoun, and the noun for which it stands, being equivalent to "*that which*," or "*the thing which*." The first part, "*that*," is a restrictive adjective, having the construction of a common noun, of the third person, and singular number; it is here the subject of the finite verb "*can be undone*," and is, therefore, in the nominative case; agreeably to Rule I., "The subject of a finite verb must be in the nominative case."

The latter part, "*which*," is a relative pronoun, introducing the subordinate clause, "*which is done*," and standing for the adjective noun "*that*," and, hence, is of the third person, and singular number; agreeably to Rule XVII., "Pronouns must agree," etc. It is here the subject of the finite verb "*is done*," and is, therefore, in the nominative case; according to Rule I., "The subject of a finite verb must be in the nominative case."

ANALYSIS OF THE SENTENCE.

"What is done, can never be undone," is a sentence, because it is an expression which makes complete sense.

It is a complex sentence, because it makes but one assertion, and yet has more than one subject and predicate.

The principal clause is, "*That can never be undone*."

The subordinate clause is, "*which is done*."

The subject of the principal clause is, "*that*."

The predicate of the principal clause is, "*can never be undone*."

The subject of the subordinate clause is, "*which*."

The predicate of the subordinate clause is, "*is done*."

EXAMPLES FOR PARSING.

1. He knows not what sufferings I endure.
2. He will do what is proper.
3. I will do what is right.
4. Will you do what I bid you?
5. Whatever purifies, ennobles the heart.

RULE XVIII.

A finite verb must agree with its subject in number and person.

SYMBOL OF RELATION.

18. Relation of a finite verb to its subject.

MODEL FOR PARSING.

"The wind whistled around the old chimney."

△ 15 △ 1 □ 18 ◡ △ 15 △ 15 △ 4-2

"*Whistled*" is an intransitive, regular verb; its elements are, first, *whistle*; second, *whistling*; third, *whistled*; fourth, *whistled*. It is here found in the common form, indicative mood, and past tense; and is of the third person, and singular number, to agree with its subject "*wind*," agreeably to Rule XVIII., "A finite verb must agree with its subject in number and person."

EXAMPLES FOR PARSING.

1. I am monarch of all I survey.
2. Thou art a noble youth.
3. Lovest thou me?
4. Mary has Jane's book and hat.
5. Mr. Allen is a worthy man.
6. Evil communications corrupt good manners.
7. A thirst for power has ruined many.
8. They might go if they chose.
9. Hear, ye children, the instructions of a father.
10. We might have been prepared, if we had studied.

RULE XIX.

A verb in the infinitive mood is governed by the word, phrase, or clause on which it depends.

SYMBOLS OF RELATION.

19-1.	The infinitive depending on a noun.
19-2.	" " " an adjective.
19-3.	" " " a pronoun.
19-4.	" " " a verb.
19-5.	" " " an adverb.
19-6.	" " " a preposition.
19-7.	" " " a conjunction.
19-8.	" " " an interjection.

MODEL FOR PARSING.

"*Mary has a desire to learn.*"

$\triangle$ $\square$ $\wedge$ $\triangle$ $\square$
 1 18 15 4-2 19-1

"*To learn*" is an intransitive, regular verb; its elements are, first, *learn*; second, *learning*; third, *learned*; fourth, *learned*. It is here found in the common form, infinitive mood, and present tense; and as it depends on the noun "*desire*," it is governed by "*desire*"; according to Rule XIX., "A verb in the infinitive mood," etc.

EXAMPLES FOR PARSING.

1. Charles is anxious to become a scholar.
2. Johnson is too wicked to reform.
3. Father wishes me to be prompt.
4. James is determined to excel his classmates.

5. I intended to finish this lesson yesterday.
6. The man conducted too badly to be forgiven.
7. William is about to recite his lesson.
8. The fog was so thick as to conceal the mountain.
9. I do not know how to manage the affair.
10. I am delighted to see you.

RULE XX.

I. Participles having the construction of adjectives, belong to the nouns which they qualify or limit.

II. A participle having the construction of a noun, may be the subject of a verb, or the objective after a transitive verb or a preposition, or it may be used independently.

SYMBOLS OF RELATION.

- 20-1. A participle having the construction of an adjective.
- 20-2. A participle as a subject.
- 20-3. A participle as an object.
- 20-4. A participle used independently.

MODELS FOR PARSING.

I. "*Henry having lost his book, bought another.*"

△	□	△	△	□	△
1	20-1	17-3	4-1	18	4-1

"*Having lost*" is a past perfect participle from the verb *to lose*; its elements are, first, *lose*; second, *losing*; third, *lost*; fourth, *lost*. It has here the construction of an adjective, limiting the noun "*Henry*," and it, therefore, belongs to "*Henry*;" according to Rule XX. I., "Participles having the construction of adjectives," etc.

II. "*Reading the Scriptures should be a daily exercise.*"

△	△	△	□	△	△	△
20-2	15	4-2	18	15	15	5

"*Reading*" is a present participle, from the verb *to read*; its elements are, first, *read*; second, *reading*; third, *read*; fourth, *read*. It has here the construction of a common noun, of the third person, and singular number; and as it is the subject of the finite verb, "*should be*," it is in the nominative case; according to Rule I., "The subject," etc.

EXAMPLES FOR PARSING.

1. Henry seeing a new knife, purchased it.
2. The farmer leaving his plow, hastened to the war.
3. Harriet, while studying her lesson, fell asleep.
4. His work being finished, he went home.
5. It was a convincing argument.
6. By being diligent, we can be successful.

7. Stealing is pilfering.
8. I saw the dawning, and the setting of the sun.
9. Much depends on your writing frequently.
10. The roaring of the Maelstrom, on the coast of Norway, can sometimes be heard forty miles.

RULE XXI.

An adverb qualifies the word, phrase, or clause which it modifies.

SYMBOLS OF RELATION.

21-1.	An adverb	qualifying	a noun.
21-2.	"	"	an adjective.
21-3.	"	"	a pronoun.
21-4.	"	"	a verb.
21-5.	"	"	an adverb.
21-6.	"	"	a preposition.
21-7.	"	"	a conjunction.
21-8.	"	"	an interjection.
21-9.	"	"	a phrase.
21-10.	"	"	a clause.

MODELS FOR PARSING.

"The members of this class study diligently."

$\bigwedge$ ₁₅ $\triangle$ ₁ $\cap$ $\bigwedge$ ₁₅ $\triangle$ ₄₋₂ $\square$ ₁₈ $\square$ ₂₁₋₄

"Diligently" is an adverb, and is compared as follows: By superiority — Pos. *diligently*; comp. *more diligently*; sup. *most diligently*. By inferiority — Pos. *diligently*; comp. *less diligently*; sup. *least diligently*. It is here in the positive degree, modifying the verb "*study*," and it, therefore, qualifies "*study*;" according to Rule XXI, "An adverb qualifies the word, phrase, or clause, which it modifies."

EXAMPLES FOR PARSING.

1. Even girls sometimes exhibit the Young American spirit.
2. Jane is very industrious.
3. Even they, his accusers, were guilty.
4. The birds fly swiftly.
5. James walks very rapidly.
6. Far in a wild unknown to public view,
From youth to age, a reverend hermit grew.
7. Even if we fail, it can be no worse for us.
8. Onward! right onward! ever onward.
9. It certainly was my intention to go.
10. Now for the prize! away! away!

RULE XXII.

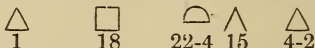
A preposition introduces an adjunct phrase, and connects its principal noun to the word that it modifies.

SYMBOLS OF RELATION.

- 22-1. A preposition connecting two nouns.
 22-2. " " a noun to an adjective.
 22-3. " " a noun to a pronoun.
 22-4. " " a noun and a verb.
 22-5. " " a noun and an adverb.
 22-6. " " a noun and an interjection.
 22-7. " introducing an independent adjunct phrase.

MODEL FOR PARSING.

"Thomas is walking in the garden."



"In" is a preposition, introducing the adjunct phrase, *"in the garden,"* and connecting the noun *"garden"* to the verb *"is walking"*; according to Rule XXII., "A preposition introduces an adjunct phrase, and connects its principal noun to the word that it modifies.

EXAMPLES FOR PARSING.

1. Johnson went through the village.
2. William went to live with the brother of the minister.
3. Hamlin is desirous of fame.
4. Mary bore her sufferings with great fortitude.
5. He answered, evasively in a measure.
6. John is like his brother.
7. All men should prepare for death.
8. Oh! for a lodge in some vast wilderness!
- 9 For a mere tyro to dispute a philosopher, betrays both weakness and impudence.
10. Which of you went to the city?

RULE XXIII.

Conjunctions connect words, phrases, and clauses, of similar construction; or they introduce a subordinate clause and express its connection.

SYMBOLS OF RELATION.

- 23-1. A conjunction connecting words.
 23-2. " " phrases.
 23-3. " " clauses.
 23-4. " " the members of a compound sentence.
 23-5. " introducing a subordinate clause.

MODEL FOR PARSING.

"Henry and Charles are at the village."

△ 1 ∩ 23-1 △ 1 □ 18 ∩ 22-4 ^ 15 △ 4-2

"And" is a conjunction followed by the noun "*Charles*," which it connects to "*Henry*;" according to Rule XXIII., etc.

EXAMPLES FOR PARSING.

1. Minnie has learned and recited the lesson.
2. The orator spoke freely, and to the purpose.
3. The day has dawned, and the streets are full of people.
4. The rain is over, and the clouds have dispersed; but the ground is wet, and the air is cold and damp.
5. The secretary labored diligently, but to little purpose.
6. The snow is white, because it reflects all the colors of the rainbow.
7. If your brother calls for me, I will accompany him.
8. The sun is very bright, but the clouds are dark.
9. I am not sure that he spoke the truth.
10. Bright and sunny, should be the hours of childhood and youth.

RULE XXIV.

An interjection has no grammatical relation to other words.

SYMBOL OF RELATION.

24. An interjection.

MODEL FOR PARSING.

"Alas! my friend is ruined."

○ 24 △ 17-3 △ 1 □ 18

"*Alas*" is an interjection, denoting sorrow, or regret: it is independent of grammatical construction; according to Rule XXIV., "An interjection has no grammatical relation to other words."

EXAMPLES FOR PARSING.

1. Ah, me! what shall I do?
2. Hush! the teacher is coming.
3. Oh! for a closer walk with God!
4. For shame! to be so angry!
5. Hurrah! for Union and Liberty!
6. Aha! so would we have it!
7. Woe unto thee, Chorazin!
8. Speed! the soldier is dying!
9. Pshaw! I do not believe it.
10. Haste! or all will be lost.

GENERAL EXERCISE.

1. The days of our youth — how bright and sunny they are!
2. Pleasure is a gilded phantom, that lures the fancy; and, alas! for us, too often steals the heart.
3. If the bright days, the warm blood, and the joyous hopes of youth, could always last, oh! how strongly should we cling to life!
4. Can we suppose, that God created us with such a thirst for immortality, and endowed us with all the attributes of humanity, only to disappoint and to mock us?
5. "Can storied urn or animated bust,
Back to its mansion call the fleeting breath?"
6. "Our public schools give the keys of knowledge to the mass of the people."
7. "Words are the vehicles by which thought is made visible to the eye, and intelligible to the mind of another."
8. The hopes most tenderly cherished, and the friends most dearly loved — alas! how many times do we find them but a broken reed, that pierces him who leans upon it!
9. How often, alas! are the young, after having started into life, full of hope and eager for pleasure, doomed to drink from the cup of sorrow, and to pass the evening of their days in disappointment!

PART FOURTH.

ELEMENTS OF PUNCTUATION.

That branch of Prosody which treats of the pauses used in writing, is called *Punctuation*.

The only pauses which will be mentioned in these Elements, are, the *comma*, the *semicolon*, the *colon*, the *period*, the *interrogation point*, the *exclamation point*, the *dash*, and the *marks of quotation*; these having been frequently used in the foregoing lessons.

SECTION I.

OF THE COMMA.

The comma (thus ,) is a period with a curve to the left at the bottom. The following are the most common Rules for its use.

RULE I.

Two words, phrases, or clauses, having the same construction, if not united by a conjunction, should be separated by a comma.

MODEL I.

"The dignity of man consists in thought, intelligence."

"*Thought*" and "*intelligence*," are nouns having the same construction, and are not united by a conjunction: they should, therefore, be separated by a comma; agreeably to Rule I., etc.

MODEL II.

"For humanity's sake, for your own sake, I entreat you to desist."

The two phrases, "*fôr humanity's sake*," and "*for your own sake*," have the same construction, and are not united by a conjunction: they should, therefore, be separated by a comma; agreeably to Rule I., "Two words, phrases, or clauses, having the same construction, if not united by a conjunction, should be separated by a comma."

MODEL III.

"I mount, I soar to worlds unknown."

The two clauses, "*I mount*," and "*I soar*," have the same construction, and are not connected by a conjunction: they should, therefore, be separated by a comma; agreeably to Rule I.

EXAMPLES TO BE POINTED.

1. All of nature's works are stamped with beauty perfection.
2. Peaceful happy be thy life.
3. Raise lift me up.
4. We are fearfully wonderfully made.
5. They fought they bled for liberty.
6. If worth if thought are jewels let us make them ours.
7. He walked the horse trotted the horse.
8. Shall the names of the heroes the martyrs of liberty be forgotten?

RULE II.

Three or more words, phrases, or clauses, having the same construction, should be separated from each other by commas.

MODEL.

"Industry, honesty, and temperance are essential to happiness."

The three nouns, "*industry*," "*honesty*," and "*temperance*," have the same construction, and are, therefore, separated from each other by commas; agreeably to Rule II., etc.

EXAMPLES TO BE POINTED.

1. The arts prolong embellish and comfort human life.
2. Infancy childhood youth manhood and age make up the whole of life.
3. The fruits of the Spirit are love joy peace long-suffering gentleness goodness faith meekness temperance.
4. Regret for the past grief at the present and anxiety respecting the future are plagues which affect the most of men.
5. To cleanse our opinions from falsehood our hearts from malignity and our actions from vice is our first concern.
6. Beauty haunts the depths of the sea walks abroad among the stars and spreads her choicest mantle over the landscape.
7. They walked they rode they reached their destined place of rest.
8. In eloquence we see sublimity beauty genius and power in their noblest exercise.

RULE III.

Words and phrases in apposition, should generally be separated from the context by commas.

MODEL.

"Milton, the author of 'Paradise Lost,' was the most renowned of the English poets."

"The author of 'Paradise Lost,'" is a phrase in apposition with *"Milton."* It has, therefore, a comma both before and after it; agreeably to Rule III., etc.

EXAMPLES TO BE POINTED.

1. Mahomet the false prophet was a native of Mecca a city of Arabia.
2. Diogenes the Greek philosopher lived in a tub.
3. Walter Scott the poet and novelist will never be forgotten.
4. Napoleon Bonaparte the Emperor of France died in exile.
5. George Washington the First President of the United States was a great and good man.
6. Horace Greeley the editor of the New York Tribune is an able writer.
7. Daniel Webster the statesman died at Marshfield.
8. Noah Webster the lexicographer lived at New Haven.

RULE IV.

Contrasted words and phrases should be separated from each other, and from the context, by commas.

MODEL.

"We ought not to betray, but to defend, our country."

The phrase, *"but to defend,"* is contrasted with the one that precedes it. It has, therefore, a comma before and after it; agreeably to Rule IV., "Contrasted words and phrases," etc.

EXAMPLES TO BE POINTED.

1. False delicacy is affectation not politeness.
2. Worth not riches procures esteem.
3. She is not beautiful but graceful.
4. The path of humility not of pride leads to honor.
5. Deeds not words are the true test of character.
6. We should judge others not by our light but by their own.
7. The first object of a true zeal is that we may do right not that we may prosper.
8. I wish you to improve your time not to waste it.

RULE V.

A comma must be placed between the subject and the predicate, in the following cases:

1. When the meaning would not be clear without it.
2. When two or more nouns, as subjects, have no conjunction between them.
3. When the last two of several nouns, as subjects, are connected by "*or*," or "*nor*."
4. When the parts of a complex sentence are separated by one or more commas.
5. When the subject is a subordinate clause.

MODEL I.

"The good alone, are great."

"*Alone*" is placed in such a position, that it may belong either to the subject or the predicate: as it should belong to the subject, it has a comma after it; agreeably to Rule V-1.

MODEL II.

"Riches, pleasure, health," become evils, when wrongly used."

"*Riches, pleasure, health*," the several subjects, have no conjunction between them: a comma is, therefore, placed before the predicate; agreeably to Rule V-2.

EXAMPLES TO BE POINTED.

1. Men unenlightened by the Gospel in Africa in Asia everywhere are dark and cruel.
2. The sage the saint or the hero often lies concealed in the plebeian.
3. That you have wronged your friend is obvious.
4. That these things are my property is what I shall endeavor to prove.
5. The student of purpose alone is successful.
6. The man who does his duty only is happy.
7. The man who hoards up money for its own sake only is a miser.
8. Humanity duty right should be our watchword.
9. The richest blessings the greatest privileges become when perverted a curse.
10. John Charles or Henry will be here this evening.
11. That many young persons waste their time on trifles is a fact to be deplored.
12. He who teaches often learns himself.
13. A youth a boy a child might understand the question.
14. Whoever firmly wills may become a good man.

REMARK.—Let the pupils analyze, symbolize, and parse each of the sentences under Rule V., and likewise the sentences given as examples under each of the remaining rules.

RULE VI.

A relative clause takes a comma before it, when its meaning can be expressed, neither by an adjective, nor an adjective phrase.

MODEL I.

"The man who is virtuous, is happy."

The meaning of the relative clause, "*who is virtuous*," can be expressed by an adjective; thus, "*The virtuous man is happy*;" no comma, therefore, is required before the relative clause. A comma is required after *virtuous*; agreeably to Rule V-5.

EXAMPLES TO BE POINTED AND PARSED.

1. The man who is diligent will be successful.
2. The boy who is studious will excel.
3. The horse that I rode stumbled and fell.
4. Can you tell me whose books these are?
5. The man who is honest industrious and faithful will not want for friends.

MODEL II.

"Study nature, whose works and laws are wonderful and sublime."

The meaning of the relative clause in this sentence, can neither be expressed by an adjective, nor an adjective phrase: hence, it is preceded by a comma; agreeably to Rule VI., etc.

EXAMPLES.

1. "No poet can equal Shakspeare from whom all may derive wisdom."
2. Avoid rudeness of manners which must hurt the feelings of others.
3. Every good man must love the country in which he was born.
4. The child was much attached to his sister who loved him dearly in return.

RULE VII.

The word or phrase by which a person or thing is directly addressed, should be separated by commas from the rest of the sentence.

MODEL.

"I warn you, sir, not to be deceived."

"*Sir*," in this sentence is the title, by which the person spoken to is directly addressed: and, hence, is preceded and followed by a comma; agreeably to Rule VII.

EXAMPLES TO BE POINTED AND PARSED.

1. Boast not dear friends of to-morrow.
2. My son give me thine heart.

3. I am obliged to you ladies for your kindness.
4. Never fellow-citizens yield to the seductions of heartless demagogues.
5. Idleness boys is a ruinous vice.
6. You know not young friends the moral dignity to which you may attain.
7. It is time John to go to school.
8. I wish you sir to understand me.
9. I ask your pardon gentlemen for the intrusion.
10. Let me tell you young ladies the day is at hand when character will depend on worth not on position.

RULE VIII.

A parenthetic word, phrase, or clause, should be separated from the context by commas.

MODEL.

"Study, I beseech you, to store your minds with useful knowledge."

"I beseech you," is a parenthetic clause, and has, therefore, a comma both before and after it; agreeably to Rule VIII.

EXAMPLES TO BE POINTED AND PARSED.

1. His word to be sure is as good as his bond.
2. I beseech you therefore to retire from the contest.
3. Let us send light and joy if we can everywhere.
4. It is certain come what may that the light of truth cannot be put out.
5. Man in the loftiest flights of his imagination could never have conceived of the Christian's heaven.
6. Thirst for glory says a great writer is often founded on ambition and vanity.
7. Mind after all moves the world.
8. Cherish therefore feelings of kindness toward all men.
9. The wisest man if destitute of piety makes a failure of life.

RULE IX.

Adjectival, adverbial, participial, and independent phrases, should be separated by commas from the rest of the sentence.

MODEL.

"Anxious to secure popularity, he sacrificed every principle of honor."

"Anxious to secure popularity," is an adjective phrase, and is, therefore, followed by a comma; agreeably to Rule IX., "Adjectival, adverbial," etc.

EXAMPLES.

1. Having learned our lessons, we are now ready to recite. *A participial phrase.*
2. Aside from every other consideration, men should act from principle for its own sake. *Adverbial.*
3. To speak candidly, I do not understand you. *Independent.*

EXAMPLES TO BE POINTED AND PARSED.

1. The fathers where are they?
2. The prince his father being dead succeeded to the throne.
3. Cradled in the camp Napoleon was the idol of the army.
4. Napoleon after having reached the pinnacle of human glory died in exile.
5. The storm having passed the travellers proceeded on their journey.
6. Shame being lost all virtue is lost.
7. Generally speaking his conduct is honorable.
8. There are to confess the truth very few persons whose life is fashioned after the golden rule.
9. Employed on trifles a strong mind loses its tension.
10. To supply his lack of physical strength and agility, the Creator endowed man with superior qualities of intellect.

RULE X.

Transposed and inverted phrases should be separated from the rest of the sentence, by commas.

NOTE I. The natural order of a declarative sentence, requires, that the subject and its modifiers should precede the predicate and its modifiers.

NOTE II. In an interrogative sentence, the verb or its auxiliary comes first, then the subject and its modifiers, and, lastly, the modifiers of the predicate.

NOTE III. But if the interrogative clause be introduced by an interrogative pronoun, no particular order is required.

NOTE IV. In an exclamatory sentence, first comes the exclamatory word, then the subject and its modifiers, and, lastly, the predicate and its modifiers.

NOTE V. A sentence is transposed or inverted, when some of its parts are not arranged in their natural order.

ILLUSTRATION.

I. NATURAL ORDER.

"*Light is the most perfect and delightful of all our senses.*" Here no comma is required.

II. INVERTED ORDER.

"Of all our senses, light is the most perfect and delightful." Here a comma is placed after "*senses;*" agreeably to Rule X.

EXAMPLES TO BE POINTED AND PARSED.

1. For want of principle genius has often been a curse.
2. Without much thought books cannot be profitably read.
3. With what you have be satisfied.
4. As cold water to a thirsty soul so is good news from a far country.
5. To the truly pious death is gain.
6. To the wise and good old age presents a scene of tranquil enjoyment.
7. By many principle is sacrificed to interest.
8. Of all bad habits idleness is the most ruinous.
9. In all your conduct be governed by principle.
10. Every day of our life we ought to learn something new.

RULE XI.

Two clauses, the second of which is either dependent on, or added to the former, should generally be separated by commas.

MODEL.

"The rain is falling, and the streets are muddy."

"The rain is falling," is a clause which makes complete sense, and it is, therefore, separated by a comma from the one which is added to it; agreeably to Rule XI., "Two clauses," etc.

EXAMPLES TO BE POINTED AND PARSED.

1. Though the age of miracles is past that of superstition remains.
2. Wealth is of no real use unless it be employed in doing good.
3. If we would make our mark on society we must avoid dissipation.
4. Let your aim be high or you will neither become great nor good.
5. Do right though the heavens fall.
6. Never despair and you will never fail.
7. If you would be happy be good.
8. Were there no temptation there would be no test of virtue.
9. When you have completely mastered this lesson I will hear you recite.

RULE XII.

When a verb is understood, its place should generally be supplied by a comma.

MODEL.

"A wise man thinks before he speaks; a fool, when he has spoken."

In the second member of this sentence, the verb "*thinks*" is omitted, and its place is supplied by a comma; agreeably to Rule XII., etc.

EXAMPLES TO BE POINTED AND PARSED.

1. Anger prompts men to contention; avarice to oppression.
2. Labor brings pleasure; idleness pain.
3. Truth belongs to the man; error to his age.
4. Homer was the greater genius; Virgil the better artist.
5. Plants are formed by culture; men by education.
6. Virtue leads to honor; vice to infamy.
7. War is the law of violence; peace the law of love.
8. The young are slaves to novelty; the old to custom.
9. A robber employs violence; a thief cunning and guile.
10. One murder makes a villain; millions a hero.

RULE XIII.

An indirect quotation or an expression which resembles a quotation, should be separated by a comma from the clause that introduces it.

MODEL.

"There is much truth in the proverb, 'Without pains, no gains.'"

The aphorism, "*without pains, no gains*," is here introduced as a quotation; it is, therefore, separated from the preceding clause by a comma; agreeably to Rule XIII., "A short quotation," etc.

EXAMPLES.

1. One of life's first lessons is "Think before you act."
2. Crockett's motto was Be sure you are right, then go ahead.
3. It is an old adage Misery is wed to guilt.
4. How seldom do we hear a student say I will try and I will succeed.
5. Do you know the motto of the French people — France and Napoleon?
6. Our nation's watchword is In God we trust.
7. John Adams is represented by Webster as commencing his speech in favor of Independence, by saying Sink or swim live or die I give my hand and my heart to this vote.
8. One of Franklin's laconic sayings was An idle man's head is the devil's workshop.
9. Washington's great advantage was that he had a large share of common sense.
10. I heard him say that he was going to the city to buy goods.

RULE XIV.

Words arranged in pairs should be separated by placing a comma after each pair.

MODEL.

“Sunlight and shadow, joy and sorrow, hopes and fears, are the inheritance of humanity.”

The several nouns which form the subject of this sentence, are arranged in pairs; and each pair is followed by a comma; agreeably to Rule XIV.

EXAMPLES TO BE POINTED AND PARSED.

1. The Yankee boy walks and talks whistles and whittles builds air castles and demolishes them and believes himself almost a king.
2. Idleness and poverty vice and crime guilt and misery are inseparable.
3. I have seen the effects of love and hatred joy and sorrow prosperity and adversity hope and despair.
4. Sooner or later you will realize the value of life
5. We should be prepared for health or sickness life or death.
6. The dying man cares not for pomp or luxury palace or estate silver or gold.
7. What to Napoleon when an exile were crown and throne honor and emolument wealth and power.
8. Our Heavenly Father sees every grief and sorrow trial and care pain and anguish and he has a balm for every wound.
9. I saw at the Fair crowds of men and women youths and maidens boys and girls.
10. “Praise the Lord from the earth ye dragons and all deeps fire and hail snow and vapor mountains and hills fruitful trees and cedars beasts and cattle creeping things and flying fowl kings and people.”

SECTION II.

OF THE SEMICOLON.

The semicolon is a comma with a period over it. It should be used in accordance with the following Rules.

RULE I.

When two clauses, the former complete in itself, and the latter added as an inference, an antithesis, or an explanation, are connected by *and*, *but*, *for*, or *because*, they should be separated by a semicolon.

MODEL.

"A wise son maketh a glad father; but a foolish son is the heaviness of his mother."

The former clause of this sentence is complete in itself; but the latter clause is added as an antithesis, and is, therefore, preceded by a semicolon; agreeably to Rule I.

EXAMPLES TO BE POINTED AND PARSED.

1. Labor is no disgrace for it is an ordinance of Heaven that man shall live by the sweat of his brow.

2. The Creator designed industry to be a blessing to man and hence we may infer that idleness does not promote enjoyment.

3. Truth is more precious than gold and its value will continue forever.

4. Human glory in all its phases is vanity for like the morning cloud and the early dew it passes away.

RULE II.

The members of a compound sentence, unless short and closely connected, should be separated by a semicolon.

MODEL.

"The heavens declare the glory of God; and the firmament showeth his handy work."

This is a compound sentence, consisting of two members; the former of these ends at *God*, and is followed by a semicolon; agreeably to Rule II., "The members of a compound sentence, unless short and closely connected, should be separated by a semicolon."

EXAMPLES TO BE POINTED AND PARSED.

1. The liberal soul shall be made fat and he that watereth shall be watered also himself.

2. He that observeth the wind shall not sow and he that regardeth the clouds shall not reap.

3. The words of a wise man's mouth are gracious but the lips of a fool will swallow up himself.

4. The sun which during the morning had been concealed by clouds shone forth with the splendor of noonday the landscape covered with a thousand beauties was suddenly illumined by his beams and all nature seemed to feel the influence of the blaze of light that burst upon it.

RULE III.

When one or more of the principal parts of a sentence is divisible by a comma into smaller portions, the principal parts should be separated by semicolons.

MODEL.

"The success of a school is not to be determined by the names and titles of its teachers, nor the number of its pupils; but by their progress in knowledge and virtue, and their fitness for the duties of life."

The leading part of this sentence ends at *pupils*, and both parts are separated into smaller portions by commas; a semicolon is, therefore, placed after *pupil*; according to Rule III., etc.

EXAMPLES.

1. The men who fill the highest offices of state were children once joining in their sports lisping their words and learning their lessons.

2. Success is generally though not always the result of industry and virtue failure of indolence and vice.

3. By our deeds not our words we show our true character and such will be the judgment of mankind.

4. If the truth is in us and shines forth in our walk and conversation men will not only see and feel it but will acknowledge its presence and power.

RULE IV.

When several short sentences or expressions, which are slightly connected in sense or construction, follow each other, they should be separated by semicolons.

MODEL.

"Time hurries on; life is but a dream; eternity is just at hand."

This compound sentence is made up of three short simple sentences; which are separated from each other by semicolons; agreeably to Rule IV., "When several short sentences or expressions, which are slightly," etc.

EXAMPLES.

1. The war is over the soldier returns to his home the plough-boy's whistle is heard in the field and the click of the mechanic's hammer rings out from the shop.

2. Be true be faithful be prompt be good and you will prosper.

3. The old men sit at their doors the gossip leans over her counter the children shout and frolic in the street.

4. The temples are profaned the soldier's curse resounds in the house of God the marble pavement is trampled by iron hoofs horses neigh beside the altar:

RULE V.

A semicolon should be placed before "*as*," "*to wit*," "*namely*," and "*that is*," when they precede an example or illustration; and before an enumeration of particular objects, explanatory of some preceding word.

MODEL.

"All names of males; as, father, son, John, etc., are of the masculine gender."

In this example, "*as*" introduces a series of illustrations, and is, therefore, preceded by a semicolon; agreeably to Rule V., "A semicolon should be placed before," etc.

EXAMPLES.

1. There are six New England States namely Maine New Hampshire Vermont Massachusetts Rhode Island and Connecticut.

2. The history of the world is sometimes divided into three periods viz. Ancient History Mediæval History and Modern History.

SECTION III.

OF THE COLON.

The colon consists of two periods, the one over the other. It is used to separate parts of sentences, which are less connected than those marked by the semicolon; and in accordance with the following rules:

RULE I.

A colon should be placed after a clause which is complete in itself; but followed, without a conjunction, by some remark, inference, or illustration.

MODEL.

"Modesty is a quality which cannot be counterfeited: it is an internal existence, not an external appearance."

By introducing a conjunction between the parts of this sentence, we make the colon unnecessary; and its place should be supplied by a semicolon: thus;

"Modesty is a quality which cannot be counterfeited; for it is an internal existence, not an external appearance."

EXAMPLES.

1. Avoid affectation it is a contemptible weakness.
2. Harbor no malice in thy heart it will be a viper in thy bosom.
3. Make no pretensions to superior wisdom if it exist it shines like a luminous body by its own light.
4. Virtue is too lovely and useful to be immured in a cell the world is her sphere of action.

RULE II.

When the principal parts of a sentence are united by a conjunction or an adverb, and, at the same time, either of these parts is divisible into smaller portions by a semicolon; the two principal parts should be separated by a colon.

MODEL.

"Love justice; and be governed by its laws every day of thy life: for its empire is the universe, and its seat, the throne of God."

The two principal parts of this sentence end respectively with *life* and *God*: the former is separated into two parts by a semicolon; hence, although the two principal parts are united by the conjunction *for*, a colon is placed between them; agreeably to Rule II., etc.

EXAMPLES.

1. We foster love and kindle strife the bitter and the sweet of life piercing and sharp we wound like steel now smooth as oil those wounds we heal.
2. Men of different parties must of course think their own opinions right for if they did not the opinions would no longer be theirs but as these opinions are widely different the parties holding them must be to a greater or less extent involved in error.

RULE III.

A colon should be placed before a direct quotation, or an expression resembling a quotation; and before an enumeration of particulars, when formally introduced.

MODEL.

"All our conduct toward men should be regulated by this precept: 'As ye would that men should do to you, do ye even so to them.'"

The construction of this example is such as to draw the special attention of the reader to the quotation; and, hence, the quotation is said to be formally introduced: it is, therefore, preceded by a colon; agreeably to Rule III., "A colon should be placed before," etc.

EXAMPLES.

1. The air was sweet and plaintive and the words literally translated were these The winds roared and the rains fell when the poor white man faint and weary came and sat under our tree.

2. I can think of no duty more important than that enjoined by our Saviour in these words Search the Scriptures.

SECTION IV.

OF THE PERIOD.

The period is a small round dot. It is used to mark the close of a perfect sentence, according to the following rules :

RULE I.

Every complete sentence which is neither interrogative, nor exclamatory, should be followed by a period.

MODEL.

"To a great extent, man is the arbiter of his own destiny."

This is a perfect sentence, and neither asks a question, nor expresses emotion or passion: it is, therefore, followed by a period; agreeably to Rule I.

EXAMPLES.

1. Truth is eternal and immutable
2. I have no hope of any permanent civilization that has not the Christian religion for its basis
3. The Bible furnishes the only antidote for the sorrows and sufferings of humanity

RULE II.

A period should be placed after every word standing alone; after every abbreviation; after a letter, or a combination of letters, representing a number; and before a decimal fraction, whether standing alone, or in combination with an entire number.

EXAMPLES.

1. Rev A H Vinton Rector of Trinity Church New York City
2. Boston Is it a city a State or a country
3. VI means one added to five or six
4. 25 06 is read twenty-five and six hundredths

SECTION V.

OF THE INTERROGATION POINT.

The interrogation point is a crooked mark with a period below it. It should be used according to the following

RULE.

Every question, whether expressed by a word, phrase, or clause, should be followed by an interrogation point.

EXAMPLES.

1. The fathers — where are they and the prophets — do they live forever
 2. Do you know that time once past can never be recalled
 3. How am I to become wise By indolence by trifling Surely not.
-

SECTION VI.

OF THE EXCLAMATION POINT.

The exclamation point is a short vertical mark with a period below it; thus: ! Its use is regulated by the following

RULE.

Every exclamation, whether expressed by a word; a phrase, or a clause, should be followed by an exclamation point.

EXAMPLES.

1. Oh that they were wise that they understood this that they would consider their ways
 2. Alas for them their day is o'er
 3. Rouse ye Romans rouse ye slaves
 4. Alas for the poor soldier dead on the field
-

SECTION VII.

OF THE MARKS OF QUOTATION.

Two inverted commas, placed before a word, phrase, or passage, and two apostrophes placed after it, are called marks of quotation.

The following rules may guide us in their use :

RULE I.

A word, phrase, or passage belonging to another, and introduced into one's own composition, should be enclosed by marks of quotation.

EXAMPLES.

1. The preaching of our Saviour was plain and direct: he said, "Except ye repent, ye shall all likewise perish."
2. "*Paradise Lost*," is the noblest production of English genius.
3. That "rats leave a sinking ship," is a political aphorism.
4. The practical value of an education has seldom been more forcibly expressed, than by the poet, when he says,
 "'T is education forms the common mind;
 Just as the twig is bent, the tree's inclined."
5. "Too many," says a writer, "spend their lives in doing nothing at all, or in doing nothing to the purpose, or in doing nothing that they ought to do."

RULE II.

When one quotation is included within another, it should be preceded by a single inverted comma, and followed by a single apostrophe.

EXAMPLES.

1. Speaking of the poetry of the Bible, a writer says, "The simple sublimity of the Psalmist in the passage, 'When I consider the heavens, the work of thy fingers, the moon and the stars which thou hast ordained, what is man thou that art mindful of him? or the son of man that thou visitest him?' is inimitable."
2. An eloquent preacher asks, "Who would not prefer our wintry storm, and 'the hoarse sighings of the east wind,' as it sweeps around us, if they will brace the mind to nobler sentiments, and the heart to better duties?"

REVIEW.

1. What is Syntax?
2. How many Rules of Syntax are given?
3. Will you repeat them in their order?
4. Will you give an illustration of each Rule?
5. How many Rules treat of the construction of *nouns*?
6. How many Rules for the construction of *adjectives*?
7. How many and which for the construction of *pronouns*?
8. How many for the construction of *verbs*?
9. How many for the construction of *adverbs*?
10. How many apply respectively to *prepositions*, *conjunctions*, and *interjections*?
11. What is punctuation?
12. What marks of punctuation are of most frequent use?
13. Describe each of these marks.
14. How many Rules are given for the use of the comma?
15. Will you repeat them in their order?
16. How many Rules for the use of the semicolon?
17. Will you repeat these Rules?
18. How many Rules for the use of the colon?
19. Will you repeat them?
20. How many for the use of the period?
21. Will you repeat them?
22. Will you repeat the Rules for the use of the interrogation and exclamation points?
23. What Rules are given for the use of quotation marks?
24. Will you point, symbolize, and analyze the following sentences, and parse the words which compose them?

EXAMPLES.

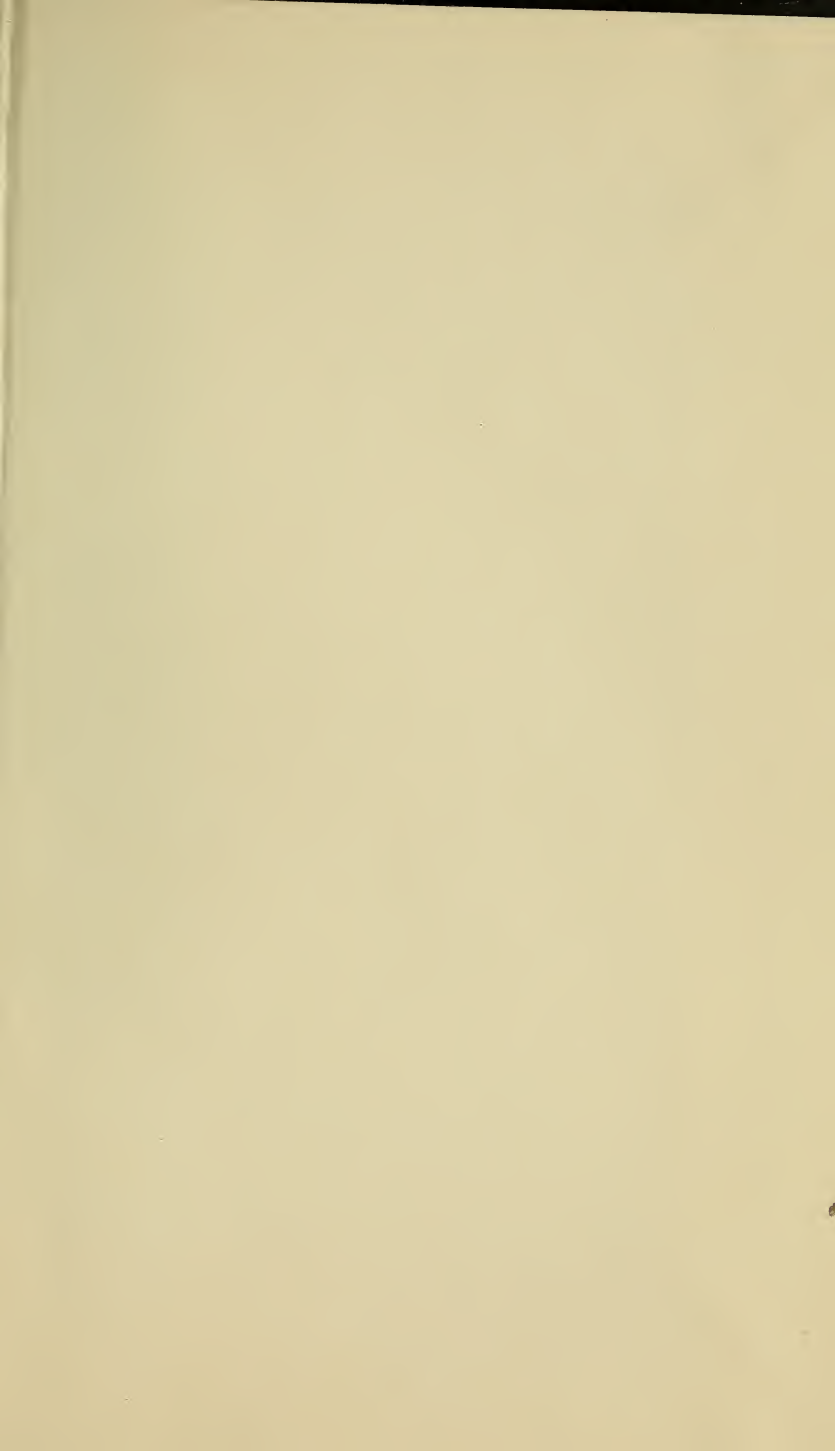
1. The proper study of mankind is man
2. Did you hear the clock on the Old Church strike the hour of twelve
3. How strange that we should be invited to the house of Henry's father
4. There is no place which is at the same time more solemn and joyful than the house of God
5. True greatness may be found in the cottage as well as in the mansion
6. Never will the citizens of the United States forget the name of George Washington their Commander-in-Chief during the war of the Revolution and their First President under the Constitution of the Republic
7. Who that has been a wanderer has not sighed for the joys of home

8. Count that day lost whose low descending sun
Views from thy hand no worthy action done
9. Would you do an act which shall show you truly great Render
to all men good for evil
10. I have no sympathy with that class of persons who are continually finding fault with every thing and every body and can see nothing good either in the universe of matter or of mind
11. This book entitled the Elements of Grammar being finished we are now prepared to look back and see what progress we have made and of what advantage it has been to us
12. unfading hope when life's last embers burn
 when soul to soul and dust to dust return
 heaven to thy charge resigns the awful hour
 oh then thy kingdom comes immortal power
 what though each spark of earth-born rapture fly
 the quivering lip pale cheek and closing eye
 bright to the soul thy seraph hands convey
 the morning dream of life's eternal day
 then then the triumph and the trance begin
 and all the phoenix spirit burns within
 eternal hope when yonder spheres sublime
 peal'd their first notes to sound the march of time
 thy joyous youth began but not to fade
 when all the sister planets have decayed
 when wrapt in fire the realms of ether glow
 and heaven's last thunder shakes the world below
 thou undismayed shalt o'er the ruins smile
 and light thy torch at nature's funeral pile.

Place capital letters and marks of punctuation, analyze, and parse.

FINIS.

^9





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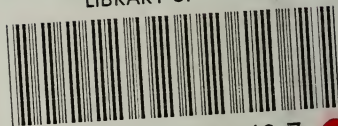
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